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ABSTRACT

A study was conducted in Missouri to determine if differences existed among the educational values, training needs, and services desired by occupational home economics instructors at the preservice and inservice levels based on their years of professional experience, the principal area for which they were responsible, and their employment level. Through surveys, data were collected from 140 of the 212 preservice and employed occupational home economics instructors at the secondary, postsecondary, and adult levels in the state during the 1984-85 academic year. Results of the research indicated that significant relationships existed among several varieties of professional experience and scores attained. The value scale scores (from the VAL-ED scale) that appeared to be significant were mind; administrator-teacher: affection; teacher-community: control; and administrator-community: affection. Findings revealed significant differences between principal area of responsibility and level of employment and selected value scale scores. With regard to principal area of responsibility, significant value scale scores were importance; administrator-teacher inclusion; teacher-community: inclusion; administrator-community: control; and administrator-community: affection. In terms of employment level, the factors that received significant scale scores included the following: importance; teacher-student: control; administrator-teacher: inclusion; administrator-teacher: control; teacher-community: control; and teacher community: inclusion. Training needs were felt in program planning, implementation, and evaluation, with differences in needs among the three groups of teachers. The questionnaire used in the study is appended. (Author/KC)

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FINAL REPORT

STATUS AND NEEDS OF HOME ECONOMICS WAGE-EARNING INSTRUCTORS

(Project No. 85-131-600-3)

BY

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ABSTRACT

Status and Needs of Missouri Home Economics Wage-Earning Instructors

by

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Purpose. The emphases of this study were directed at determining if differences existed among the educational values, training needs and services desired by occupational instructors at the pre-service and inservice levels based on their years of professional experience, the principal area for which they were responsible and their employment level.

Procedures. Data were collected from the total population of pre-service and employed occupational instructors at the secondary, post-secondary and adult levels during the 1984-85 academic year.

Two instruments were used to carry out the study. The first was an occupational home economics questionnaire used originally in a Wisconsin study conducted in 1981. The form was reviewed by the project advisory committee, modified for Missouri populations and submitted to a panel of experts for their review prior to administration. The second form was a VAL-ED form developed by Consulting Psychologists Press which was used to attain value scale scores on twelve educational factors including: *Importance, Mind, Teacher-Student: Control, Teacher-Student: Affection, Administrator-Teacher: Inclusion, Administrator-Teacher: Control, Administrator-Teacher: Affection, Teacher-Community: Inclusion,*

Teacher-Community: Control, Teacher-Community: Affection, Administrator-Community: Control and Administrator-Community: Affection.

Pearson product-moment correlation was used to assess the degree of relationship between years of professional experience and scores attained on an educational value scale. One-way analysis of variance was used along with the least-significant difference test to determine differences among value scale scores with regard to principal area of responsibility and level of employment. Ranked means and percentages were used to determine priority training needs and desired services in the areas of vocational program planning, implementation, evaluation, public relations, and employer participation.

Findings. Results of the research indicated that significant relationships existed among several varieties of professional experience and scores attained on a VAL-ED instrument. The value scale scores which appeared to be significant were: *Mind, Administrator-Teacher: Affection, Teacher-Community: Inclusion, Teacher-Community: Control and Administrator-Community: Affection.*

Findings revealed significant differences between principal area of responsibility and level of employment and selected value scale scores. With regard to principal area of responsibility, significant value scale scores were: *Importance, Administrator-Teacher Inclusion, Teacher-Community: Inclusion, Administrator-Community: Control and Administrator-Community: Affection.* In terms of employment level, the factors which received significant scale scores included: *Importance, Teacher-Student: Control, Adminstrator-Teacher: Inclusion, Administrator-Teacher: Control, Teacher-Community: Control and Teacher-Community: Inclusion.*

Findings concerning training needs and desired services revealed that in terms of training needs, responses could be ranked for each of the elements related to vocational program planning, implementation and evaluation. ifferences in training needs among pre-service, secondary, post-secondary and adult personnel were evident through the rankings.

With regard to services desired in the areas of public relations and employer participation, no definite conclusions could be drawn. Since no area received fifty percent or more responses, it appeared evident at this time that respondents need more information concerning how these two areas influence program quality before they can distinguish their specific training needs.

Recommendations. Findings from the study would be useful in helping those who deliver services to occupational home economics instructors. Results could be used to design and deliver inservice programs, to help interpret results attained upon conclusion of training programs, to provide differentiated inservice based on priority concerns of specific groups, and to determine next steps with regard to recertification of occupational instructors.

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CHAPTER I

INTRODUCTION

The 1963 Vocational Education Act and the 1968 Vocational Amendments included specific references with regard to establishing, improving, and expanding occupational home economic programs at the national and state levels. Since a considerable time period has elapsed since the passage of this legislation, it is important that an analysis of progress with regard to these programs be carried out. Such analysis helps to set priorities, allocate resources and determine long-term goals. The information gained can also serve to assist the state in determining strengths and gaps in occupational home economics programming efforts as well as facilitate comparison of one state's programmatic efforts with others which have gathered similar data.

In examining occupational programming, numerous variables can be analyzed. For the purpose of this study, however, six in particular were focused upon. These were: a) needs assessment procedures, b) the role of occupational education in society, c) occupational needs projections, d) program parameters, e) teacher training needs, f) articulation among programs, and g) the characteristic values which influence decisions educators make. Each of these elements is discussed in the literature review and accounted for in the survey form used to gather data for the study.

The model used for carrying out this study was adapted from a similar project completed in Wisconsin in 1981 by Way and Dougherty. The advisory

committee established to monitor the conduct of the study adapted the instrumentation and project strategies to respond to Missouri's occupational programming needs. By replicating portions of another study or a total study completed by another state, additional credence is given to the data gathered. Replication facilitates comparison of policy decisions and services to strengthen the existing body of data. As a result program planning decisions can be based upon the strongest available data.

Statement of the Problem

Programs in occupational home economics have been under way for a number of years in the state of Missouri. Special projects have been conducted over time to improve the quality of personnel carrying out such programs. However, no comprehensive analysis has been conducted of these programs in order to determine their status and needs. Therefore, University of Missouri Home Economics Education staff designed a project directed at carrying out a needs assessment to gather data that would facilitate establishing state-wide policy and inservice programming designed to improve and expand occupational home economics services throughout the state.

Definition of Terms

Several terms were used throughout the study that need to be defined to achieve greater clarity of interpretation. These terms appear below:

Home Economics Occupational Programs--Courses which emphasize "the acquisition of competencies needed for getting and holding a job and/or preparing for advancement in an occupational area using home economics knowledge and skills" (Home Economics Section (1972), p. 2).

Articulation--A process which permits students to move smoothly within

and among educational programs and program levels. (Kraska, 1980).

Values--The capacity of actions to satisfy individual desires. (Sinden, 1979).

Needs Assessments--The process or processes by which data are gathered in order to interpret and recommend policies and allocate resources.

Principal Area of Responsibility--Refers to the preservice students at land grant institutions and state universities who were about to or had completed student teaching during the 1984-85 academic year. Also, the term referred to occupational instructors at the secondary, post-secondary and adult educational levels in Missouri schools.

Chapter II

Literature Review

Introduction. The 1963 Vocational Education Act and the 1968 Vocational Amendments made specific reference to the expansion of occupational home economics programs. In the early seventies, the University of Missouri-Columbia Department of Practical Arts and Vocational-Technical Education in cooperation with the Department of Elementary and Secondary Education began to provide in-service activities for Missouri occupational home economics instructors at the secondary and post-secondary levels. Since more than twenty years have passed since the passage of the initial legislation supporting such efforts, the time has come to assess the needs of this sector.

The study reported herein examined seven areas of concern related to occupational home economics. These were: a) needs assessment procedures, b) the role of occupational education in society, c) occupational need projections, d) program parameters, e) teacher training needs, f) articulation among programs and g) the characteristic values which influence the decisions these instructors make. Each of these points is discussed separately in the following sections.

Needs assessments. The variables identified throughout this literature review relate to determining the status and needs of occupational home economics instructors in the State of Missouri. Needs assessments are crucial in that they help to determine the allocation of limited educational resources. Such assessments reveal priority areas

for which responses are needed. Moore (1984) indicated that needs assessments serve three purposes: a) they guage the size and interest of potential markets, b) they reveal accessibility of groups to programs and c) they reveal learning processes and preferences of learners.

Needs assessments, according to Brackhaus, (1984) are cost-effective, increase accountability and are essential when determining how limited resources are to be allocated to expensive adult programs. Marshall (1982) recently completed a needs assessment of a suburban Missouri school district. Although needs varied annually, the overall pattern for teacher's groups remained stable. Findings from this study revealed that the number one need of teachers over a two-year time period was for knowledge of content areas.

Needs assessments are instrumental in facilitating state-wide planning policy. It has been some time since occupational home economics teachers' educational needs have been uniformly assessed. Lack of information hinders priority setting and resource allocation. The focus of this study is to respond to that concern.

The Role of Occupational Education in Society. In order to interpret the world of work more effectively, it is important to have some understanding of the role occupations perform in society. Holland (1982) found that members of an occupational group have similar personalities and similar histories of personal development. Such a finding indicates the need to understand the forces which move various occupational groups to make the decisions they do. These groups exert influence on political, social and work environments which in turn can profoundly influence the direction of the economy, i.e., witness the impact upon

political decision making from such groups as the AFL-CIO, educator's, physician's and lawyer's groups.

Preparing individuals with occupational skills is the task of vocational home economics instructors. Occupational instructors prepare individuals with the skills needed to move into employment settings in food production, management and services; institutional home management and supporting services; child care and guidance services; clothing, apparel and textile management production and services; home furnishings and equipment management production and services. Programs in these areas produce individuals who can effectively support themselves because they have the skills necessary to assume employment.

Occupational training is critically needed in today's society because, according to Graff (1983, p. 27) people in today's work force are suffering from:

a) occupational illiteracy,
b) economic illiteracy,
c) research illiteracy,
d) management systems illiteracy,
e) information processing illiteracy, and
f) technologic illiteracy.

Occupational education helps to overcome a number of these deficiencies by involving students in real work activities which expose them to decisions made in the above arenas.

Vocational education strives to relate school to work by preparing students for maintaining jobs, job mobility and job acquisition (Leach, 1981). Vocational occupational education strengthens society as it strives to prepare persons to move into employment settings and assume economically productive roles.

Occupational Need Projections. In order to competently prepare people for the world of work, it is necessary to be aware of trends in the work force. Trends reveal directions to which occupational programs must respond if they are to remain relevant. Some of the trends observed in the world of work by Kantor (1978) include: a) more women working, b) more non-nuclear families, c) a younger work force, d) declining union membership, e) increased rights consciousness including the belief that individuals have a right to a job, a right to assume control of their work, and the right to receive greater health benefits from work. As a result of these trends we are currently facing consequences such as:

1) an increased demand for jobs and competition for desirable jobs,
2) a desire to achieve higher paying positions,
3) organized labor no longer serving as the major voice for a majority of workers,
4) psychological vs. economic incentives becoming more important for workers,
5) workers evidencing greater willingness to fight for personal rights, and
6) the creation of a larger discrepancy between those who have meaningful work and those who don't. (Kantor and Goodman, 1978). These consequences influence how job training is carried out and the work roles individuals will perform in the future.

In 1972, according to the U. S. Department of Commerce (1985), service sector employment was 67.9% of all employers, by 1983, it comprised 74.0% of jobs. Service sector jobs generated more than twice

the personal income in wages and salaries in 1982 than did the goods sector.

Bowe (1984) indicated that the service sector can be divided into five levels. These are:

1) general services - direct services to public and employers, i.e., home management services, convention services,
2) special services - provide services and equipment to persons with special needs,
3) sales - transfer of services from dealer to user,
4) information services - individuals provide highly qualified advice, i.e., doctors, lawyers, stock analysts,
5) entrepreneurship - small business persons capitalizing on specific needs.

Vocational occupational home economics instructors provide services predominantly in sector four. Services are provided in the remaining sectors as well but to a more limited degree.

Although jobs will predominate in service industries, these jobs will require training. Cetron (1983) feels that most jobs will require some post-secondary, vocational or technical training. Service jobs will require individuals who can make decisions, solve problems, are creative, can think critically, communicate effectively, evaluate, analyze, synthesize and structure problems.

Home economics occupations reside in the service industries. This is the fastest growing job sector in the U. S. economy.

For example, a comparison of Missouri employment data between 1970 and 1980 revealed changes in service based employment. With regard to managerial positions in home economics related employment, selected changes which occurred over the decade were that in managerial and professional specialty occupations such as retail trade, for example, positions in: a) general merchandise stores increased 254%, b) food, dairy and baking store positions increased 392% (U.S. Department of Commerce, 1983). Home economics programs fill a definite void providing preparation in areas where trained personnel are critically needed now and in the future. By developing a clearer understanding of home economics related work environments, the needs of these groups can be better understood and effectively met.

Occupational Home Economics Programs. As programs are examined to determine their effectiveness, what are the qualities that designate excellence. If programs are looked at from the employer's perspective, several criteria are of significance. These are:

a) the program's capacity to mesh the employer with industry needs;

b) the differentiation between educational training occurring in schools and on the job; and

c) the degree of exchange occurring between school and industry (Gise and Forbes, 1982).

If programs are examined from a governmental policy perspective, the criteria considered are as follows:

a) activities: the time the performer spends performing various tasks,
b) competencies: the knowledge, skills and attitudes of performers,

c) management: the direction and consequences of activities provided by the performer's manager,
d) organizational factors: the policies and/or systems that facilitate or impede performance,
e) measurement: methods for monitoring performance,
f) priorities: relative importance of factors affecting performance (Lashbrook, 1983, p. 15)

Using the federal guidelines given above, states which have the responsibility for on-site program evaluation, tend to stress these criteria:

a) school organization,

b) revenue generation,

c) resource allocation plans,

d) accreditation agency standards,

e) personnel training and certification, and

f) testing and assessment of student progress (Mitchell and Encarnation, 1983).

Finally, local schools use several criteria to judge program quality. Four criteria of particular significance to local schools are:

a) the meaning/significance of the program to the school,

b) the program's potential for growth and service,

c) the regional/national prestige attached to the program, and

d) the quality of the faculty (Hopkins and Sullivan, 1982).

Numerous criteria exist by which to judge programs. Any effort to judge program quality must be narrowed to a select few criteria in order to make the data collected manageable. The study conducted to determine the "status and needs of occupational home economics teachers" selected criteria generated for the national (employee/industry/program competencies), state (school organization, resource allocation, personnel training certification), and local levels (program significance/potential).

Needs assessments enable program planners to evaluate means and ends. They reveal planning gaps, help to refine goals, involve people in the decision making process, identify levels of commitment and help to determine the purpose and design of programs (Cognetta, 1981). By determining appropriate criteria with which to judge programs, and knowing the perspectives these criteria represent, educational planners are better able to analyze the perspectives inherent within the data they collect.

Occupational Educator's Training Needs. Occupational educators are expected to be competent in both subject matter and industry processes. Frequently these educators are stronger in the former and weaker in the latter area. Once the educator leaves the industrial arena to instruct, s/he becomes removed from the change occurring in industry. Thus classroom instruction may not truly reflect industry directions.

Secondary and post-secondary teachers need some form of updating. Hamilton and McElroy (1983) found in eight states that half of all post secondary and one-third of all secondary teachers needed updating. Technological update is essential for teachers to acquire the skills necessary to acquaint students with realistic work concepts. In order for occupational instructors to develop re-newed technical competency. Duck and Bella (1982) felt that teachers needed more time away from their teaching role to gain the skills necessary to enhance their training programs.

A variety of ways to update occupational teachers have been used. These include:

a) sabbatical leaves,

b) workshops,

c) contact with advisory committee members,

d) return to industry for retraining,

e) industry observation, and

f) internships (Wonacott and Hamilton, 1983).

Each of these options has advantages and disadvantages. Time, cost, personal level of motivation, and availability of options all affect the quality of updating experiences. Katz (1982) recommended several principles to keep in mind when devising the context for in-service programs. These included:

a) focusing on interpreting the situational needs of teachers,

b) upgrading existing teacher competencies to increase their reliability and performance competence,

c) focusing on establishing working relationships among professionals,

d) redefining work competencies in terms of achievement, and

e) emphasizing hands-on activities to maximize realism.

In-service programming can be frustrating for professionals if it does not meet their needs. Using the above principles as guides when planning in-service programs can lead to higher quality programming.

Teacher training needs also have implication for teacher education programs at the pre-service and in-service levels. At the pre-service level, Duck and Bella (1982) recommended that students receive two semesters of full-time work within a four-year program and that life skills, human relations training and community experience be an integral

part of preparatory programs. At the in-service level, teachers need assistance in developing new technical abilities. Currently at this level, there has been too much emphasis on pedagogy, according to Bjorkquist (1983).

Occupational educators need access to several models for consistently updating their skills. Numerous strategies can be used to update personnel. However, these strategies are governed by constraints such as time, money, availability and so forth. The training needs of occupational instructors have ramifications for teacher education programs. In order for such programs to be relevant to occupational instructors, selected changes are recommended at both the pre-service and in-service preparatory levels.

Articulation. Program articulation is of concern to educators as they strive to prepare students with real world competencies. Articulation, according to Kraska (1980) is a process which permits students to move smoothly within and among educational programs. The local level appears to have considerable responsibility for articulation. However, the process seems to be a hit or miss operation. In order for programs to demonstrate that they account for articulation, program planners need to consider actions such as the following:

a) comparing course syllabi among programs,
b) clarifying for others the philosophical approach behind programs,
c) specifying the skills students learn,
d) listing the texts used for courses and how they are chosen, and

e) Clarifying to various audiences what students do well and less well (Academic Senate for California Community Colleges, 1983).

If the above strategies are put into place, programs will be: a) coherent, b) conform to broad national guidelines, c) possess common aims, d) extend across age and ability levels, e) include defined entry standards along with progressive assessments and f) be so organized that they facilitate ease of transfer from one level to another. (Further Education Curriculum Review Unit, 1982).

Articulation is the key to developing a coherent educational system. When articulation plans are assessed, they reveal qualities of the program according to Kraska (1980). These include:

- whether the program is systematic,
- whether the program is functioning effectively at all levels,
- a check of the logistics governing the program,
- a check of projected program plans,
- revealing comparative data on students,
- determining if the program is appropriate for the local level,
- determining the appropriateness of the instructional materials, facilities and equipment, and
- revealing the depth of employer contact.

The articulation process depends upon communicating program structure and skills to a variety of audiences. These audiences can then analyze and recommend restructuring where gaps are identified. Quality articulation efforts produce clear conceptions of what programs are about, involve consistent evaluation processes and facilitate the student's transfer between programs and into the world of work.

Values. Values have significance for educational program planners because they directly influence individual decision making strategies. How educators choose to maintain and enhance their careers is largely unknown. By clarifying value perspectives, a better understanding of choices made can facilitate long term planning at the in-service and pre-service levels.

Values are crucial entities because as Schmidt (1983, p. 12) states:

> [they] make a profound difference in the life of an individual--[as well as] the history of an organization. They determine how naturally we make commitments, how faithfully we work and how gratified we feel about what we accomplish.

The values shared between the agency one works for and the individual "are a major source of both personal and organizational effectiveness." Shared values: a) contribute to feelings of personal success, b) enhance feelings of loyalty and commitment, c) assist in making ethical choices, and d) lower work and home stress levels.

Values shift depending upon one's specific vocational life stage. Kraus (1982) determined that individuals may differ in regard to their work expectations and their preferences for work related values based upon their vocational life stage. Lowther (1984) attempted to differentiate teachers from non-teachers in the group's perception of work-related conditions. Teachers were discriminated from non-teachers by their strong sense of being locked into their jobs. Teachers also had a more negative view of their advancement potential.

Values influence decisions. They come into play when decisions must be made. There are three levels of decisions. The first is

compensation decisions. These decisions require precise estimates of value. Another type is the either/or decision which "requires comparisons between new things and existing situations." The last type of decision is that between alternatives. These latter decisions require estimates of relative value. (Sinden, 1979, p. 120). Knowledge of how educators' values influence their decisions would reveal factors which may affect their ability to progress throughout their career lifespan.

In order for individuals to attain their values, they participate in different types of activities. One type of activity is the productive activity. The outcomes achieved through these activities respond to the value(s) one holds. Examples of such activities include services provided to others such as educational services, financial services, and so forth. A second type of activity from which one gains value are participatory activities. Interaction with others provide the value sought by individuals. Examples of such activities include arts and crafts, hiking, and music to name a few such activities. General observation of the environment is a third type of activity which provides value to individuals. Examples include sightseeing, visiting museums, attending the theater or concerts. Understanding what individuals value, how values influence their vocation and affect the decisions they make helps those providing pre-service and in-service educational programs to adjust coursework and services to better accommodate those being served. In this way, those receiving such services feel a greater sense of satisfaction from the services provided for them.

The literature review presented in Chapter two dealt with seven areas of concern regarding the status and needs of home economics

wage earning instructors. These areas related to conducting needs assessments to clarify educational concerns, the role of occupational education in society, occupational needs projections, program parameters, teacher training needs, articulation among programs, and finally values held by educators. Analysis of these elements serves to reveal how programs are currently functioning, the career perspectives held by those who work with such programs and the values which underlie educational perspectives. Such information facilitates short and long-range statewide vocational programming efforts.

CHAPTER III

Method

Subjects. Missouri occupational home economics instructors employed in instructional settings during the 1984-85 academic year representing the secondary, post-decondary and adult levels were included in the study. Preservice students at the state universities and the land grant institutions were also involved in the study. These students were included if they were to or had completed their student teaching semester during 1984-85. The total population from each of these groups was used for the study. The numbers representing each of the groups were as follows:

No.	Group
51	Preservice students at the state universities and land grant institutions
46	Secondary occupational home economics instructors
84	Post-secondary occupational home economics instructors
31	Adult education occupational home economics instructors

Instruments. Two instruments were used with the study. The first instrument: Occupational Home Economics Questionnaire was adapted and modified for use in the Missouri study from an instrument developed in Wisconsin to accomplish a similar purpose. A copy of the instrument appears in Appendix C. The instrument was reviewed by the project advisory committee for its appropriateness for the Missouri study. Once

the advisory committee input had been incorporated into the instrument, the form was reviewed for content validity by a selected panel of judges deemed experts in the field of evaluation and vocational education.

Content included in the instrument pertained to demographic data related to employment status and professional experience. Other sections of the instrument related to curriculum, evaluation, student information, public relations, employer participation, training needs, articulation, and certification status.

The second instrument used in the study was the VAL-ED scale designed to assess values concerning several educational factors. The scales are produced by Consulting Psychologists Press. Twelve factors make up the scale. The specific scales are listed below along with their interpretation and reproducibility score.

Scale	Interpretation	Reproducibility
Importance (IMP)	High Score = Schools are places of learning Low Score = Schools are used as preparation for employment	.86
Mind (MIND)	High Score = Learning should emphasize training of the mind Low Score = Learning should be holistic in approach	.88
Teacher-Student: Control (TS:C)	High Score = Teacher should be in charge enforcing discipline and control Low Score = Teacher control is not important	.86
Teacher-Student: Affection (TS:A)	High Score = Teachers should express their feelings to students Low Score = Teachers should not enter into personal relationships with their students	.86
Administrator-Teacher: Inclusion (AT:I)	High Score = Teachers should be involved in administrative decisions Low Score = Administrators are under no obligation to include teachers in decision making	.87

Scale	Interpretation	Reproducibility
Administrator-Teacher Control (AT:C)	High Score = Administrators should control and regulate what teachers teach Low Score = Teachers are free to teach what they like and behave as they wish as professionals	.87
Administrator-Teacher: Affection (AT:A)	High Score = Administrators and teachers should pursue whatever personal relationship they wish to pursue Low Score = Administrators should not become personally involved with teachers	.88
Teacher Community: Inclusion (TC:I)	High Score = It is important for teachers to participate in community activities Low Score = Teachers are not obligated to become a part of the school community socially	.90
Teacher-Community Control (TC:C)	High Score = Teachers should behave in concert with the dominant community values Low Score = Teachers are obligated to be good teachers but their personal lives are their own business	.88
Teacher-Community Affection (TC:A)	High Score = Teachers should become integral parts of the community and live their personal lives in the community Low Score = Teachers should keep their personal lives and the teaching environment completely separate and select their friends from outside the community	.88
Administrator-Community: Control (AC:C)	High Score = Administrators should follow the desires of the community in making school policy Low Score = Administrators should use their own expertise to decide school policy	.86
Administrator-Community: Affection (AC:A)	High Score = Administrators are community members both professionally and socially Low Score = Administrators are under no obligation to live their lives personally in the community	.89

The reproducibility of the scale just reached the minimum levels of acceptability. The stability coefficients compare to those reported for

most personality tests.

Procedures. While the instruments were readied for dissemination, telephone contact was made with several groups involved in facilitating the conduct of the study. In order to reach the preservice level, contact was established with teacher educators at the respective state and land grant universities located throughout the state. Contact was made with administrators of post-secondary and adult education in order to secure their cooperation in facilitating the dissemination of the project instruments. Because secondary instructors were located in diverse areas throughout the state, telephone contact was not used due to expense as well as availability of a list of instructors at this level. Preservice, post-secondary and adult instructors were more difficult to locate since no specific address was attached to each respondent. Coordinators of these programs were used to distribute and collect instruments to assure creditable returns.

Assumptions. The assumptions governing the study were as follows:

1. That the specific year in which the study was conducted would yield a population which would provide normally distributed responses to the instruments used.
2. That the instruments used were sufficiently reliable and valid to assure obtaining objective data.

Limitations. The limitations governing the conduct of the study related to generalizability of the data.

1. Since the response rate for each group used in the study was variable, the data can only be generalized to the parameters of this study.
2. Due to the variation in administration strategies used to carry out the study, selected intervening variables may have entered the study causing errors in the collected data.

The study was carried out using Missouri occupational personnel. Data obtained cannot be generalized beyond the state, can be applied only to occupational programs and not consumer homemaking programs and generalizations obtained must be limited to the parameters of this specific study. Should the study be redone with similar populations another time, data obtained may be dissimilar to that presented here.

CHAPTER IV

Descriptive Data Analysis

Data related to professional background, program administration, training needs and certification concerns were collected from preservice and inservice personnel using the Occupational Home Economics Questionnaire which was modified from a Wisconsin study completed in 1981. The VAL-ED form obtained from Consulting Psychologists Press was used to assess preservice and inservice occupational home economics instructors' perspectives concerning twelve value related concepts. These concepts are identified and described in the instrument section of this report, page 18. The dependent variables in this study included scores on each of the factors included in the VAL-ED scale. Data on employment, professional affiliation and certification status are also presented in this section. Included is descriptive information concerning programs, public relations, employer participation, training needs and articulation.

Personal Characteristics

Employment Status.

Participants in the study represented occupational programs at the secondary, post-secondary and adult levels. Included as well in the study were pre-service vocationally certified home economics students who would be or had completed their student teaching experience during the 1984-85 academic year. The number included in each population as well as the percent of return is given in Table 1.

Table 1

Returns of Population Groups

Population	Total No.	No. of Returns	% of Return
• Pre-service vocational consumer homemaking teachers	51	40	78%
• Secondary occupational home economics instructors	46	28	61%
• Post-secondary occupational home economics instructors	84	57	68%
• Adult occupational home economics instructors	31	15	48%

Table 1 reflects a higher return received from the preservice group while the lowest percent of return was obtained from the adult group.

Certification.

Participants in the study were asked to supply the occupational home economics area in which they were certified to teach. The information received appears in Table 2.

Table 2

Certification Type

Type of Certification	Secondary N	Secondary %	Post Secondary N	Post Secondary %	Adult N	Adult %	All N	All %
Clothing, Apparel & Textile Mgt., Production & Services	8	21	8	13	2	12	18	16
Industrial, Home Mgt. & Supporting Services	1	3	2	3	0	0	3	3
Home Furnishings and Equipment Mgt., Production & Services	2	5	2	3	6	38	10	9
Child Care and Guidance, Mgt. & Supporting Services	10	26	35	56	2	12	47	40
Food Production, Mgt. and Services	17	45	14	23	6	38	37	32
	38	100%	61	100%	16	100%	115	100%

Table 2 reveals that the largest percentage of certified instructors at the secondary level are employed in food production, management and services. At the post-secondary level, the largest percentage of occupational instructors are employed in child care and guidance management and services. Adult instructors are employed in the largest percentages in home furnishings and equipment management, production and services and food production, management and services. When all areas are combined, the largest percentage of certified professionals are employed in child

care and guidance, management and supporting services.

Principal Area of Responsibility

Respondents to the survey form were asked to indicate their principal area of responsibility. Since some instructors were responsible for more than one instructional area, this item was asked to determine where they placed the most emphasis within their current employment setting. Table 3 reflects the principal area of responsibility as defined by respondents.

Table 3

Principal Area of Responsibility

Level	No.	%
Secondary Occupational Home Economics Instructors Principal Area: Food Production, Management and services	14	58.33
Post-Secondary Occupational Home Economics Instructors Principal Area: Child Care and Guidance, Management and Supporting Services	27	64.29
Adult Occupational Home Economics Instructors Principal Area: Food Production, Management and Services	5	38.46%

Occupational instructors had responsibility more frequently for food production, management and services at the secondary and adult levels while occupational instructors at the post-secondary level tended to more frequently hold responsibility for child care and guidance, management and service.

Professional Related Experience

Three items on the survey form dealt with background experiences of professionals. Item C asked about the respondents' total number of years of home economics teaching experience; item D asked for total years of occupational teaching experience while item F asked for years of occupational experience. Table 4 summarizes the data obtained concerning these three survey items.

Table 4

Employment Experiences

Total Years of Employment Experience:	N	Mn.	SD
A) As consumer homemaking instructors at the:			
1 - Secondary Level	28	13.67	11.34
2 - Post-Secondary Level	58	11.10	8.85
3 - Adult	15	5.6	8.05
B) As occupational home economics instructors at the:			
1 - Secondary Level	28	9.28	5.07
2 - Post-Secondary Level	58	8.15	5.54
3 - Adult Level	15	6.33	8.74
C) In a home economics occupation at the:			
1 - Secondary Level	28	7.35	6.20
2 - Post-Secondary Level	58	5.90	6.97
3 - Adult Level	15	17.90	15.58

Occupational home economics teachers at the secondary level indicated holding consumer homemaking instructional positions for a longer time period than post-secondary or adult instructors. Secondary occupational home economics instructors have worked in such capacity for a longer period of years than either post-secondary or adult instructors. Finally, adult instructors indicated a longer time period spent in a home economics occupation than either secondary or post-secondary instructors.

Professional Membership

Professional membership information was requested from respondents. Table 5 indicates the membership of respondents based upon their employment level.

Table 5

Membership Affiliations

Organization	No.	%
Missouri Vocational Association		
A) Preservice	3	7.50
B) Secondary	27	96.43
C) Post-Secondary	28	48.28
D) Adult	2	13.33
American Vocational Association		
A) Preservice	2	5.00
B) Secondary	2	13.33
C) Post-Secondary	12	20.69
D) Adult	12	42.86

Table 5

Membership Affiliations
(Continued)

Organization	No.	%
Missouri Home Economics Teachers Association		
A) Preservice	3	7.5
B) Secondary	24	85.71
C) Post-Secondary	24	41.38
D) Adult	9	0
Other*		
A) Preservice		
Thirty-seven responses were indicated for five additional professional organizations.		
B) Secondary		
Forty-two responses were indicated for twenty-two additional professional organizations.		
C) Post-Secondary		
Eighty-eight responses were indicated for forty-one additional professional organizations		
D) Adult		
Ten responses were indicated for ten additional professional organizations.		

* Since respondents could indicate several responses, no percentages were computed for this item. Appendix B lists the other organizations to which respondents belonged.

Curricula

Respondents were asked to indicate the degree of emphasis they placed upon selected concepts in their curricula. Table 6 identifies specific emphases along with the educational level at which these concepts are taught, the number of respondents and the mean and standard deviation derived from group responses.

Table 6

Degree of Emphasis Relative to Selected Curricula Concepts

Concept	N	Mn	SD
Content Area, Knowledge and Skills			
A) Secondary	27	1.22	.05
B) Post-Secondary	56	1.28	.07
C) Adult	12	1.25	.45
Preparation for Clusters of Job as Opposed to Specific Jobs			
A) Secondary	26	1.65	.68
B) Post-Secondary	54	2.05	1.01
C) Adult	11	1.81	.75
The Macroeconomic System			
A) Secondary	27	2.55	1.22
B) Post-Secondary	53	2.90	.94
C) Adult	10	2.80	.80
The Microeconomic System			
A) Secondary	28	2.35	.86
B) Post-Secondary	53	2.67	.97
C) Adult	10	2.90	1.28

Table 6

Degree of Emphasis Relative to Selected Curricula Concepts
(Continued)

Concept	N	Mn	SD
Work Attitudes and Values			
A) Secondary	28	1.00	.0
B) Post-Secondary	54	1.50	.69
C) Adult	12	1.16	.38
Human Relations Skills Including Communication			
A) Secondary	28	1.03	.18
B) Post-Secondary	56	1.33	.61
C) Adult	11	1.54	.68
Leadership Skills			
A) Secondary	28	1.42	.50
B) Post-Secondary	56	1.60	.70
C) Adult	12	2.58	1.16
Career Planning			
A) Secondary	27	1.55	.64
B) Post-Secondary	53	2.15	2.15
C) Adult	11	2.36	1.02
Career Advancement			
A) Secondary	28	1.75	.84
B) Post-Secondary	55	2.30	.99
C) Adult	12	2.16	.83

Table 6

Degree of Emphasis Relative to Selected Curricula Concepts
(Continued)

Concept	N	Mn	SD
Post-Secondary Educational Opportunities			
A) Secondary	28	2.03	.69
B) Post-Secondary	53	2.41	1.09
C) Adult	11	2.81	.98
Job Seeking Procedures/Skills			
A) Secondary	28	1.32	.61
B) Post-Secondary	56	2.35	2.35
C) Adult	10	2.30	1.15
Employee Benefits/Taxes			
A) Secondary	28	2.14	.99
B) Post-Secondary	56	2.35	.87
C) Adult	10	2.90	.80
Impact of Work on the Family			
A) Secondary	27	2.11	.80
B) Post-Secondary	56	2.42	2.42
C) Adult	10	2.60	1.26
Role of Student Organizations			
A) Secondary	28	2.42	.95
B) Post Secondary	53	3.09	.96
C) Adult	10	3.50	1.08

Differences in curricular emphasis at the three educational levels indicated that:

A. Secondary and adult instructors placed greater emphasis on preparation for clusters of jobs as opposed to specific jobs than did post-secondary instructors.

B. Post-secondary and adult instructors tended to place greater emphasis on the macroeconomic system than did secondary instructors.

C. Secondary and post-secondary instructors tended to place greater emphasis on the microeconomics system than did adult instructors.

D. Secondary and post-secondary instructors placed greater emphasis on leadership skills than did adult instructors.

E. Secondary instructors placed greater emphasis on career planning than did post-secondary and adult instructors.

F. Secondary and post-secondary instructors tended to place greater emphasis on post-secondary educational opportunities than did adult instructors.

G. Secondary instructors placed greater emphasis on job seeking procedures and skills than did post-secondary and adult instructors.

H. Secondary and post-secondary instructors tended to place greater emphasis on employee benefits and taxes than did adult instructors.

I. Secondary instructors tended to place greater emphasis on the impact of work on family than did post-secondary and adult instructors.

J. Secondary and post-secondary instructors placed greater emphasis on the role of student organizations than did adult instructors.

Curriculum and Instructional Materials

Curriculum and instructional materials are used by instructors to facilitate subject mattter delivery. Items thirty-three through thirty-five of the survey form were concerned with usefulness, sources of and

problems encountered with curriculum materials. Table 7 identifies instructor concerns about acquisition, use and problems encountered with curriculum materials. Items are ranked according to preference.

Table 7

Materials Use, Availability and Concerns

Curriculum Material:	Secondary N	%	R	Post-Secondary N	%	R	Adult N	%	R
A) Found to be Most Useful									
1 - Audio Visuals	9	32.14	1	17	31.48	1	4	50.00	3
	9	32.14	3						
2 - Textbook/Workbooks	12	42.86	1	24	44.44	1	3	42.86	2
3 - Teacher-Developed Materials	13	46.43	1	20	37.04	1	6	66.67	1
4 - Self-Paced Competency Materials	9	32.14	2	24	46.15	4	4	40.00	1
				5	27.78	1			
5 - Other	6	60.00	1	5	27.78	4	2	66.67	1
				5	27.78	5			
B) Sources Found to be Most Useful									
1 - Commercially Published Materials	11	39.29	1	27	55.10	1	4	36.36	3
2 - Materials Published by Business/Industry Associations or Trade Unions	8	29.63	4	14	29.79	5	4	36.36	4
3 - Materials Published by Missouri Governmental Agencies	10	35.71	2	12	25.00	3	3	27.27	2
							3	27.27	4
4 - Materials Published by Outside Governmental Agencies	12	46.15	5	13	28.26	3	4	36.36	5

Table 7
Materials Use, Availability and Concerns
(Continued)

	Secondary N	%	R	Post-Secondary N	%	R	Adult N	%	R
B) Sources Found to be Most Useful (Continued)									
5 - Locally Developed Curriculum Materials	9	36.00	2	14	31.11	2	9	69.23	1
6 - Other	1	50.00	1	3	50.00	6	1	100.00	2
	1	50.00	3						
C) Related Problems:									
1 - No Problems Securing Materials	8	36.36	6	8	18.60	1	5	45.45	1
2 - Not Familiar With What is Available	6	24.00	6	13	37.14	5	5	50.00	4
3 - Materials Not Available to Meet Student Needs	8	33.33	3	10	28.27	3	2	20.00	1
							2	20.00	3
4 - Materials Too Costly	9	37.50	2	11	29.73	1	5	50.00	2
5 - Not Enough Time to Develop/Revise Materials	12	48.00	1	11	28.95	1	4	40.00	3
6 - Lack Skills to Develop/ Revise Materials	10	47.62	6	17	51.52	6	3	33.33	5
7 - Other	4	80.00	1	2	28.57	2	1	33.33	5
				2	28.57	7			

In summarizing Table 7, the data would indicate that with regard to the usefulness of curriculum materials:

A) Secondary teachers found other material, teacher developed materials, textbook/workbooks and audiovisuals as most useful in that order.

B) Post-secondary instructors found textbooks/workbooks, audio-visuals and teacher developed materials of most use in that order.

C) Adult instructors found teacher developed materials, other materials and self-paced competency materials most useful in that order.

Instructors found the following curriculum sources to be most useful:

A) Secondary teachers found commercially published materials to be most useful.

B) Post-secondary teachers found commercially published materials to be most useful.

C) Adult instructors found locally developed curriculum materials to be their best sources of useful materials.

Instructors indicated problems they encountered concerning curriculum materials. These were:

A) Secondary instructors indicated not having enough time to develop/revise materials as their number one problem.

B) Post-secondary instructors indicated that materials were too costly and they had insufficient time to develop/revise materials as their number one problems.

C) Adult instructors indicated they they did not find they had problems in securing materials.

Evaluation

Evaluation is an integral part of vocational instructional programs. To determine the role evaluation plays in occupational programs, respondents were asked six items concerning the role of evaluation in their programs. Table 8 gives the number and percentage responses to each of the six questions according to the respondent's employment level.

Table 8

Vocational Program Evaluations

Category	N	%
A. Evaluation Apart from DESE or North Central Within Last Two Years		
1) Secondary evaluation	8	30.77
2) Post-secondary instructors	21	43.75
3) Adult	3	25.00
B. Evaluation Description:		
1) Formal Review by Persons Outside School District		
a) Secondary	2	25.00
b) Post-secondary	9	42.86
c) Adult	1	20.00
2) Formal Review by Persons Within the School District		
a) Secondary	3	37.50
b) Post-secondary	9	42.86
c) Adult	2	40.00
3) Informal Review by Persons Outside the School District		
a) Secondary	2	25.00
b) Post-secondary	3	14.29
c) Adult	1	20.00
4) Informal Review by Persons Within the School District		
a) Secondary	4	50.00
b) Post-secondary	20	95.24
c) Adult	3	50.00

Table 8 revealed that one-fourth or more of the occupational instructors at the secondary, post-secondary and adult levels have been involved in evaluation processes apart from the Department of Elementary and Secondary Education and the North Central Accreditation Association within the last two years. Post-secondary instructors have been more frequently involved in such evaluations than secondary adult occupational instructors.

With regard to the type of reviews conducted, secondary, post-secondary and adult instructors were more likely to be involved with informal reviews by persons within the school district.

Respondents were asked to indicate the aspects of their occupational programs which were examined when evaluated. Table 9 indicates the percent of emphasis each evaluation component received.

Table 9

Evaluation Components Examined

Evaluation Component	Secondary		Post-Secondary		Adult	
	N	%	N	%	N	%
a) Program Philosophy	3	50.00	20	95.24	6	75.00
b) Student Enrollment	5	62.50	19	90.48	3	50.00
c) Program Delivery System	4	50.00	15	71.43	4	66.67
d) Instructional Methods/ Resources	7	87.50	15	71.43	3	50.00
e) Facilities	6	75.00	19	90.48	2	33.33
f) Equipment	4	50.00	17	80.95	3	50.00
g) Cost-effectiveness	1	12.50	12	57.14	1	16.67
h) Program Management	6	75.00	15	17.43	1	16.67

Table 9

Evaluation Components Examined
(Continued)

Evaluation Component	Secondary		Post-Secondary		Adult	
	N	%	N	%	N	%
i) Personnel	2	25.00	18	85.71	3	50.00
j) Program Advisory Committee Input	6	75.00	15	71.43	5	83.33
k) Job Placement	3	37.50	16	76.19	3	50.00
l) Student Follow-up	3	37.50	17	80.95	3	50.00
n) Other	0	0	3	16.67	0	0

1. Those elements receiving the most attention in occupational home economics program evaluations for all three program levels were:
   a. program philosophy
   b. student enrollment
   c. program delivery systems
   d. instructional methods/resources
   e. equipment
   f. program advisory committee input
2. Those elements receiving differentiated attention among the three levels of occupational home economics programs were:
   a. facilities: adult program evaluations received less emphasis on this element than secondary and post-secondary programs.
   b. cost-effectiveness: secondary and adult programs received less emphasis on this element than post-secondary programs.

c. program management: adult programs received less emphasis on this element than did secondary and post-secondary programs.

d. personnel: secondary programs received less emphasis on this element than did post-secondary and adult programs.

e. job placement: secondary programs received less emphasis on this element than did post-secondary and adult programs.

f. student follow-up: secondary programs received less emphasis on this element than did post-secondary and adult programs.

Respondents were also asked to indicate if a formal report of evaluation results was written. Table 10 indicates the percent of respondents in each category who indicated that such a report was written.

Table 10

Formal Report of Evaluation

Educational Level	N	%
A) Secondary	4	80.00
B) Post-Secondary	16	94.12
C) Adult	2	40.00

Table 10 indicates that formal evaluation reports by agencies other than the Department of Elementary and Secondary Education and the North-Central Accrediting Association were more likely to be prepared at the secondary and post-secondary levels than at the adult level.

Respondents indicated with whom evaluation reports were shared. Table 11 provides the percentage of response attained in each category.

Table 11

Groups Receiving Evaluation Information

Groups Receiving Evaluation Information	Secondary		Post-Secondary		Adult	
	N	%	N	%	N	%
A) Other Home Economics Teachers	3	42.86	7	43.75	2	33.33
B) Other Teachers Outside Home Economics	1	14.29	3	18.75	2	33.83
C) Local Vocational Education Coordinators	4	57.14	2	12.50	6	100.00
D) Principal	5	71.43	5	31.25	2	33.33
E) Counselors	2	28.57	0	0	2	33.33
F) District Administrators	2	28.57	7	43.75	3	50.00
G) School Board	1	14.29	2	12.50	2	33.33
H) Local Advisory Committee	5	71.43	6	37.50	4	66.67
I) State Funding Agency	0	0	2	12.50	2	33.33
J) Business/Industry	3	42.86	1	6.25	1	16.67
K) Public	0	0	2	23.50	0	0
L) Results Not Shared With Others	1	14.29	0	0	0	0

There was little uniformity in terms of who received evaluative data. Results indicated that:

A) Secondary and adult instructors were more likely to have such evaluations shared with their local vocational education coordinator than were post-secondary instructors.

B) Secondary instructors were more likely to have such evaluations shared with their principal than were post-secondary or adult instructors.

C) Adult educators were more likely to have such evaluations shared with their district administrators than were secondary and post-secondary instructors.

D) Secondary and adult educators were more likely to have such data shared with the local advisory committees than were post-secondary instructors.

In terms of how helpful the data were to respondents, Table 12 clarifies the usefulness of the data in helping to make educational decisions.

Table 12

Helpfulness of Data

Degree of Helpfulness	Secondary		Post-Secondary		Adult	
	N	%	N	%	N	%
Very Helpful	3	37.50	4	23.53	3	50.00
Moderately Helpful	5	62.50	8	47.06	3	50.00
Little Helpful	0	0	3	17.65	0	0
Not Helpful	0	0	2	11.76	0	0

Adult educators were evenly divided as to the degree of helpfulness these evaluations were to them. They indicated the evaluations were moderately to very helpful. Secondary instructors indicated that such evaluations were moderately helpful. The percent of post-secondary

respondents seemed to indicate that such evaluations were moderately helpful but the level of responses was less than fifty percent. Therefore there is not strong agreement as to the degree of helpfulness such evaluations provide to post-secondary instructors.

Student Information

Six items on the survey form were directed at obtaining data concerning students with specific emphasis given to information concerning attraction, screening, supervision, placement and follow-up of students. Table 13 examines procedures for attracting students.

Table 13

Procedures for Attracting Students

Procedures for Attracting Students	Secondary		Post-Secondary		Adult	
	N	%	N	%	N	%
A) Provide realistic occupational information	25	89.29	40	80.00	9	75.00
B) Provide classroom experience for prospective students to explore occupations	19	67.86	21	42.00	7	58.00
C) Assist school staff and students in appraising student interests and capabilities	18	64.29	25	50.00	2	16.67
D) Coordinate recruitment efforts with consumer homemaking personnel	13	46.43	17	34.00	1	8.33
E) Encourage enrollment in prerequisite courses	11	39.29	34	68.00	3	25.00
F) Use formal measures	1	3.57	7	14.00	1	8.33
G) Other	8	28.57	6	12.00	1	8.33
H) None of the above	1	3.57	0	0	0	0

Procedures used in attracting students to the occupational home economics program which all three employment levels (secondary, post-secondary and adult) have in common included: providing realistic occupational information. Other strategies were used differentially among the three levels and included:

A) Secondary and adult instructors provided classroom experiences for prospective students to explore occupations more frequently than did most post-secondary instructors.

B) Secondary and post-secondary instructors assist school staff and students in appraising student interests and capabilities more frequently than do adult instructors.

C) Post-secondary instructors encourage enrollment in pre-requisite courses more frequently than do secondary and adult instructors.

Table 14 examines screening procedures used by instructors when determining which students should enroll in the occupational home economics program.

Table 14

Screening Procedures

Screening Techniques	Secondary		Post-Secondary		Adult	
	N	%	N	%	N	%
A) Formal measures	2	7.14	4	8.89	1	7.69
B) Work with counselors and other school staff to assess student interests/ capabilities	20	71.43	22	48.89	1	7.69
C) Require written application for student admission	11	39.29	13	28.89	1	7.69

Table 14

Screening Procedures
(Continued)

Screening Techniques	Secondary		Post-Secondary		Adult	
	N	%	N	%	N	%
D) Require completion of pre-requisite courses	8	28.57	21	46.67	1	7.69
E) Interview prospective students	12	42.86	11	24.44	1	7.69
F) Interview the parents	4	14.29	1	2.22	0	0
G) Other	2	7.14	4	8.89	1	7.69
H) None of the above	7	25.00	11	24.44	7	53.85

Responses relative to screening students tended to be differentiated for each of the educational levels involved in the study. None of the strategies was used extensively at any educational level with one exception. Secondary instructors tended to work with counselors and other school staff to assess student interests/capabilities more so than did post-secondary or adult instructors. More than half of the adult instructors did not tend to use any of the identified screening processes.

Table 15 relates to the type of supervised practical experience used by occupational home economics instructors at their respective employment levels.

Table 15

Supervised Practical Experience

Techniques Used	Secondary		Post-Secondary		Adult	
	N	%	N	%	N	%
A) Laboratory simulations	26	92.86	37	69.81	6	46.15
B) Cooperative training	14	50.00	18	33.96	4	30.77
C) Practicum/internship/ field training	20	71.43	49	92.45	1	7.69
D) In-class entrepreneurial activities	15	53.57	23	43.40	1	38.46
E) Other	3	11.11	1	1.92	0	0

Responses concerning supervised practical experience indicate differentiated approaches toward the supervised practical experiences used in the three levels of instructional programming. Results indicated that:

1. laboratory simulations were used more frequently by secondary and post-secondary educators than by adult educators.
2. cooperative training tended to be used by secondary instructors more frequently than by post-secondary or adult instructors.
3. practicums/internships and field training tended to be used more frequently by secondary and post-secondary instructors than by adult instructors.
4. in-class entrepreneurial activities tended to be provided by secondary instructors more frequently than by post-secondary or adult instructors.

Table 16 clarifies the methods most preferred for placing student trainees in their cooperative training stations with respect to the three levels of employment held by occupational home economics instructors.

Table 16

Preferred Placement Methods

Method	Secondary			Post-Secondary			Adult		
	N	Mn	SD	N	Mn	SD	N	Mn	SD
1. Student finds and interviews for own position in training station	15	2.53	1.40	25	2.08	1.63	7	.85	.89
2. Teacher coordinator assigns student to training station	20	2.60	1.53	29	2.17	1.36	7	2.00	2.20
3. Student and teacher coordinator select training station	19	1.78	1.18	26	1.80	1.38	8	1.37	1.68
4. Teacher coordinator suggests several applicants, employer selects student trainees for position	19	1.63	1.21	23	2.26	1.38	8	1.25	1.12
5. Other	3	1.00	1.00	5	1.20	2.16	5	.20	.44

The methods most preferred for placing student trainees in cooperative training stations as indicated by respondents were:

a) Adult instructors tended to prefer that students find and interview for own position in training station more frequently than did secondary or post-secondary instructors.

b) Secondary and adult instructors tended to suggest several applicants for employers to select for student trainee positions more so than did post-secondary instructors.

c) The remainder of the strategies did not indicate a significant difference in choice or preference.

Table 16 indicates the percent of schools which assist occupational home economics program graduates to acquire their first job.

Table 17

Assistance in Finding Jobs

	Secondary		Post-Secondary		Adult	
School Finds Job	N	%	N	%	N	%
A) Yes	19	70.37	39	76.47	4	44.44
B) No	8	29.63	12	23.53	5	55.56

It would appear that more secondary and post-secondary instructors are employed in settings which assist their occupational graduates in finding their first job than are adult instructors.

Table 18 indicates the extent of involvement occupational home economics instructors have in the job placement process for their graduates.

Table 18

Job Placement Involvement

Degree of Involvement	Secondary		Post-Secondary		Adult	
	N	%	N	%	N	%
a) Very involved	8	28.57	11	22.00	1	9.09
b) Moderately involved	4	36.36	13	26.00	8	28.54
c) Slightly involved	3	27.27	16	32.00	3	27.27
d) Not involved	3	27.27	10	20.00	4	14.29

An overall tendency existed for occupational home economics instructors at all levels to not be involved significantly in the job placement of their program graduates.

Public Relations

The next section of the survey form related to the public relations strategies used in conjunction with occupational home economics programs. Tables 19 and 20 summarizes the data obtained relative to this section.

Table 19 summarizes how frequently selected public relations strategies were used by occupational home economics instructors at the three employment levels used for the study.

Table 19

Public Relations Strategies

Frequency of Use	Secondary N	Secondary %	Secondary N	Secondary %	Adult N	Adult %
a) Brochure/newsletters	17	68.00 (twice/yr.)	29	65.91 (twice/yr.)	7	70.00 (twice/yr.)
b) Radio/T.V. announcements	16	57.14 (never)	19	54.29 (never)	7	63.64 (twice/yr.)
c) Newspaper editorials	**		**		8	66.67 (Twice/yr.)
d) Presentations to boards of education or community	**		**		5	71.43 (never)
e) Presentations to parents and business/ industry representatives	**		**		4 4	50.00 (twice/yr.) 50.00 (never)
f) Presentation to guidance counselors	**		**		5	71.43 (never)
g) Presentation to consumer homemaking instructors	**		**		4	50.00 (never)
h) Open house for parents or students	16	57.14 (once/yr.)	**		5	50.00 (once/yr.)
i) Employer/employee banquet, open house for business and industry	**		**		3	50.00 (never)

Table 19

Public Relations Strategies
(Continued)

Frequency of Use	Secondary N	Secondary %	Post-Secondary N	Post-Secondary %	Adult N	Adult %
j) Services to school and community through class activity	20 (twice/yr.)	71.43	21 (twice/yr.)	52.50	4 (never)	66.67
k) Services to school and community through FHA/HERO student organization activities	**		26 (never)	66.67	5 (never)	83.33
l) Individual visits to business/industry	19 (twice/yr.)	67.86	**		**	
m) Guest speakers from community agencies/ industry	24 (twice/yr.)	85.71	32 (twice/yr.)	69.57	**	
n) Field trips to business/industry	18 (twice/yr.)	64.29	29 (twice/yr.)	64.44	4 (once/yr.)	50.00
o) Exhibits, special displays and demonstrations in school	15 (twice/yr.)	53.57	25 (twice/yr.)	55.56	4 (twice/yr.)	50.00
p) Exhibits, special displays and demonstrations in community	**		**		**	
q) Public relations plan	**		**		**	
r) Mock interviews by employers	14 (once/yr.)	50.00	**		3 (never)	50.00

Table 19

Public Relations Strategies

Frequency of Use	Secondary N	Secondary %	Post-Secondary N	Post-Secondary %	Adult N	Adult %
s) Use of program advisory committee member	3 (never)	50.00	23 (twice/yr.)	51.11	21 (twice/yr.)	77.78
t) Other	**		1 (twice/yr.) 1 (never)	50.00 56.00	2 (once/yr.)	66.67

Of the public relations strategies available for use at the three levels of occupational home economics, the following were commonly used by all three levels:

1. brochures/newsletters
2. field trips to business and industry
3. exhibits, special displays and demonstrations in school.

Differentiated usage between the three instructional levels included:

1. Radio/T.V. announcements: this strategy tended to be used twice/year by adult instructors, never by secondary and post-secondary instructors
2. Newspaper editorials: this strategy tended to be used twice/year by adult instructors

* Only those strategies receiving fifty percent or more responses are indicated above for each instructional level.
** No response equated 50% or more.

3. Presentations to boards of education or community: this strategy tended to never be used by adult instructors
4. Presentation to parents and business/industry representatives: this strategy tended to be used twice per year by half the adult instructors and never by half the adult instructors
5. Presentations to guidance counselors: this strategy tended to never be used by adult instructors
6. Presentations to consumer homemaking instructors tended to never be used by adult instructors
7. Open house for parents or students: this strategy tended to be used once/year by secondary and adult instructors
8. Employer/employee banquet, open house for business and industry: this strategy tended to never be used by half of the adult instructors
9. Services to school and community tended to be used twice/year by secondary and post-secondary instructors, never by adult instructors
10. Services to school and community through FHA/HERO student organization activities tended to never be used by post-secondary and adult instructors
11. Individual visits to business and industry tended to be used twice per year by secondary instructors
12. Guest speakers from community agencies/industry tended to be used twice/year by secondary and post-secondary instructors
13. Mock interviews by employers tended to be used once/year by secondary instructors, never by half the adult instructors

14. Use of program advisory committee members tended to be twice/ year in post-secondary and adult programs; fifty percent of secondary instructors indicated never using advisory committee members in public relations activities.

Need for Services

Respondents were asked to identify their need for assistance with regard to public relations strategies. Instructors at all three educational levels indicated that they did not need or want assistance in developing or presenting public relations information. No one of the strategies received a sufficient percentage to indicate need for assistance in public relations.

In order to determine which three of the numerous public relations activities were viewed as most effective by secondary, post-secondary and adult instructors, respondents were asked to select out those strategies they felt to be most helpful. Table 20 indicates the public relations strategy felt to be most beneficial by instructors at the three employment levels.

Table 20

Effective Public Relations Strategies

Effective Strategy	Secondary N	Secondary %	Post-Secondary N	Post-Secondary %	Adult N	Adult %
a) Newspaper-- editorials, feature stories, news items etc.	*		*		4	66.67

* Items identified on the table reflect choice by 50% or more of the instructors at the three educationsl levels. "*" indicates no responses totaling 50% or more.

Adult instructors found newspaper--editorials, feature stories, news items appeared to be an effective public relations strategy for their programs. Secondary and post-secondary instructors did not indicate that any one of the strategies was more effective than another.

Employer Participation

In order to determine the degree of involvement employers have in occupational home economics programs, respondents were asked to reply to a series of questions concerning employer participation.

Table 21 deals with the extent of employer participation in the three levels of instructional programming. The two asterisks which appear in some columns indicate that the category was not selected by 50% or more respondents.

Table 21

Extent of Employer Participation

Program Activities	Secondary N	Secondary %	Post-Secondary N	Post-Secondary %	Adult N	Adult %
a) Identify community employment & student training needs	16 (moderate)	57.14	**		**	
b) Develop program policies	15 (moderate)	53.57	**		**	
c) Updating teachers & students on technical developments in the field	14 (moderate)	50.00	**		4 (moderate)	50.00

Table 21

Extent of Employer Participation
(Continued)

Program Activities	Secondary N	Secondary %	Post-Secondary N	Post-Secondary %	Adult N	Adult %
d) Speak with classes or assist in the development of a bureau of resource persons	**		**		**	
e) Evaluate and recommend curriculum revisions and program improvement	**		25 (moderate)	51.02	4 (moderate)	50.00
f) Evaluate the adequacy of & appropriations for in-school facilities and equipment	14 (moderate)	51.85	**		**	
g) Contribute to or lend equipment & supplies to class	15 (extensive)	53.57	**		**	
h) Promote the program and services to the students & community	**		**		**	
i) Recruit students for program	**		**		**	
j) Provide on-the-job experiences for students	**		**		**	
k) Participate in the activities of the FHA/HERO student organization	17 (extensive)	62.96	33 (extensive)	68.75	5 (extensive)	52.50

Table 21

Extent of Employer Participation
(Continued)

Program Activities	N	N	N
l) Advise about qualifications & skills needed for employees in a specific area of home economics wage-earning education	**	31 73.81 (none)	5 83.33 (none)
m) Pre-employment job skills	**	**	**
n) Serve on program advisory committee	**	**	4 50.00 (extensive)

Employer participation in occupational home economics programs indicated that:

a) employers participated extensively in the FHA/HERO student organization at all three educational levels.

Employer participation in occupational home economics programs was differentiated in that:

a) secondary programs used employers moderately to identify student employment and training needs.

b) secondary programs involved employers moderately in developin program policies.

** Category did not receive 50% or more responses.

c) secondary and adult programs used employers moderately to update on technical developments in the field.

d) post-secondary and adult programs involved employers moderately in recommending curriculum revisions and program improvements.

e) secondary programs used employers moderately to evaluate school facilities and equipment.

f) secondary programs gained extensive contributions of equipment and supplies from employers.

g) post-secondary and adult programs received no advice from employers concerning employer qualifications and skills.

h) adult programs involved employers extensively in program advisory committees.

Upon completion of the section regarding the extent of employer participation in home economics programs, respondents were asked to indicate if they needed or wanted assistance regarding incorporating employer assistance into the occupational home economics program. Findings revealed that instructors at all three educational levels did not need or want assistance in incorporating employer participation into their programs. No response in any of the categories included on the survey form received 50% or greater response.

Need for Training

Respondents were asked to indicate their need for training with regard to planning, implementing and evaluating their occupational program at the pre-service, secondary, post-secondary and adult levels. The pre-service group was those individuals who had or would be completing their teacher certification programs during the 1984-85 school year. Their responses were of concern at this point because all of

the respondents have the potential of becoming occupational home economics instructors. Therefore it is important to determine their needs as future candidates for employment in the occupational training arena.

Table 22 indicates the need for training in planning, implementing and evaluating an occupational home economics program at the pre-service and employment levels included in the survey.

Table 22

Needs for Training

Training Needs	Pre-Service			Secondary			Post-Secondary			Adult		
	N	Mn	SD	N	Mn	SD	N	Mn	SD	N	Mn	SD
Planning												
a) Conducting/using student assessments	37	2.89	1.44	27	3.03	1.28	51	2.58	1.25	9	2.55	1.42
b) Conducting/using community needs assessments	38	3.10	1.03	27	2.81	1.17	51	2.68	1.46	9	2.44	1.05
c) Establishing a program advisory committee	38	3.23	1.10	27	1.81	.92	51	2.01	1.37	10	2.20	1.50
d) Developing/updating occupational curricula	39	3.76	1.03	27	3.11	1.47	51	2.35	1.26	9	2.77	1.78
e) Developing realistic simulated learning experiences	39	3.12	1.28	27	2.88	1.42	50	2.30	1.43	9	2.44	1.01
f) Developing job training sites for students	39	3.38	1.61	26	2.46	1.30	50	2.06	1.30	7	3.28	1.25
g) Developing cooperative training plans & cooperative agreements	39	3.38	1.09	27	2.92	1.43	49	2.22	1.46	8	3.25	1.58

Table 22

Needs for Training

(Continued)

Implementing	Pre-Service N	Pre-Service Mn	Pre-Service SD	Secondary N	Secondary Mn	Secondary SD	Post-Secondary N	Post-Secondary Mn	Post-Secondary SD	Adult N	Adult Mn	Adult SD
a) Using program advisory committee input to carry out program	39	3.12	1.23	26	2.73	1.18	50	2.12	1.15	10	2.80	1.54
b) Implement multi-program classes	39	3.58	1.09	26	2.65	1.62	46	2.17	1.23	8	2.75	1.03
c) Teaching content knowledge/ skills	39	2.87	1.32	26	2.42	1.20	48	1.95	1.20	9	3.11	1.69
d) Teaching career planning & advancement skills	39	3.17	1.18	26	2.46	1.27	48	2.38	1.23	9	2.88	1.61
e) Developing instructional strategies	39	3.07	1.49	27	2.81	1.46	51	2.29	1.31	8	2.25	1.28
f) Working with special student populations	39	3.20	1.26	27	3.00	1.51	48	2.81	1.24	8	3.12	1.45
g) Coordinating classroom & cooperative learning experience	39	2.89	1.20	27	2.88	1.45	50	2.20	1.24	9	2.77	1.39

Table 22

Needs for Training

(Continued)

	Pre-Service			Secondary			Post-Secondary			Adult		
Implementing (Continued)	N	Mn	SD	N	Mn	SD	N	Mn	SD	N	Mn	SD
h) Extablishing/advising a FHA/HERO chapter	39	2.97	1.18	26	2.96	1.42	42	1.95	1.44	5	1.80	1.30
i) Building program enrollments	39	3.51	1.09	27	3.18	1.14	48	2.89	1.29	7	3.57	1.27
j) Designing & carrying out a public relations program	39	3.33	1.32	27	3.29	1.17	47	2.87	1.39	9	3.22	1.39
k) Developing supportive relationships within the school	3	3.02	1.28	27	2.59	1.24	50	2.62	1.29	8	3.12	1.24
l) Employing a vocational management system (VIMS)	39	3.46	1.14	27	3.00	1.30	47	2.23	1.27	8	2.50	1.51
Evaluation												
a) Evaluating student progress in the classroom	39	2.38	1.24	27	2.44	1.31	52	2.25	1.23	8	2.25	1.16

Table 22

Needs for Training
(Continued)

Evaluation (Continued)	Pre-Service			Secondary			Post-Secondary			Adult		
	N	Mn	SD	N	Mn	SD	N	Mn	SD	N	Mn	SD
b) Evaluating student performance on the job	39	3.02	1.15	26	2.57	1.36	52	2.25	1.23	8	2.75	1.66
c) Supervising students using the cooperative method	38	3.23	1.17	25	2.80	1.32	50	2.46	1.26	8	2.62	.91
d) Articulating the program with middle/junior high school, post-secondary/adult home economics programs	39	3.41	1.11	27	3.00	1.14	45	2.42	1.38	8	2.87	1.24
e) Placing graduates in appropriate jobs	39	3.71	1.02	26	2.88	1.45	47	2.06	1.22	6	2.83	1.60
f) Conducting & using student follow-up studies	39	3.28	1.25	27	3.00	1.30	47	2.23	1.27	8	2.50	1.51

Planning. The scores received regarding vocational program planning training needs for both the pre-service and employed instructors indicated that respondents tended to range from some to little training needed in the identified areas. Analysis of the mean scores did indicate that training needs were greater in some areas than others. Mean scores were converted to ranks. Planning needs for the pre-service and employed occupational instructors appear below in rank order. A one indicates first priority. A duplicate score indicates a tie in terms or priority.

Ranks Relative to Need for Training In Vocational Program Planning

Training Need	Rank			
	Pre-Service	Secondary	Post-Secondary	Adult
a) Conducting/using student assessments	6	2	2	4
b) Conducting/using community needs assessments	5	5	1	5
c) Establishing a program advisory committee	3	7	7	6
d) Developing/updating occupational curricula experiences	1	1	3	3
e) Developing realistic simulated learning	4	4	4	5
f) Developing job training sites for students	2	6	8	1
g) Developing cooperative training plans & cooperative agreements	2	3	5	2

Program Implementation. Needs for program planning skills varied among pre-service and employed occupational instructors. The first priority identified by pre-service and secondary teachers' groups was for training in developing/updating occupational curricula. The first priority training need for post-secondary instructors was in the area of conducting/using community needs assessments; for adult instructors, the first priority was for assistance in developing job training sites for students.

Ranks Relative to Need for Training in Program Implementation

Training Need	Rank			
	Pre-Service	Secondary	Post-Secondary	Adult
a) Using program advisory committees' input to carry out program	7	7	10	6
b) Implementing multi-program classes	1	8	9	8
c) Teaching content/ knowledge skills	12	11	11	4
d) Teaching career planning/advancement skills	6	10	5	5
e) Developing instructional strategies	8	6	7	10
f) Working with special student populations	5	3	3	3
g) Coordinating classroom & cooperative learning experiences	11	5	8	7
h) Establishing/advising a FHA/HERO chapter	10	4	11	12
i) Building program enrollments	2	2	1	1

Ranks Relative to Need for Training in Program Implementation

Training Need	Rank			
	Pre-Service	Secondary	Post-Secondary	Adult
j) Designing and carrying out a public relations program	4	1	2	2
k) Developing supportive relationships within the school	9	9	4	3
l) Employing a vocational management system (VIMS)	3	4	6	9

Program Evaluation. Respondents' need for training in the area of program implementation varied. The number one need cited by pre-service respondents related to implementing multi-program classes. The number one need for implementation skills at the secondary level dealt with designing and carrying out a public relations program. Post-secondary and adult instructors' number one need related to building program enrollment.

Ranks Relative to Need for Training in Program Evaluation

Training Need	Rank			
	Pre-Service	Secondary	Post-Secondary	Adult
a) Evaluating student progress in the classroom	6	5	3	6

Ranks Relative to Need for Training in Program Evaluation (Continued)

Training Need	Rank			
	Pre-Service	Secondary	Post-Secondary	Adult
b) Evaluating student performance on the job	5	4	3	3
c) Supervising students using the cooperative method	4	3	1	4
d) Articulating the program with middle/junior high school, post-secondary/adult home economics programs	2	1	2	1
e) Placing graduates in appropriate jobs	1	2	5	2
f) Conducting and using student follow-up studies	3	1	4	5

Respondents' need for training in program evaluation was variable. Pre-service respondents indicated that their number one need in program evaluation was placing graduates in appropriate jobs. Secondary and adult instructors felt their number one need was related to articulating the program with middle/junior high school, post-secondary/adult home economics programs. Secondary instructors also indicated the need for assistance in conducting/using student follow-up studies as a number one need. Post-secondary instructors felt that their number one program need related to supervising students using the cooperative method.

Articulation

Vocational home economics programs function on a continuum. Programs exist at the secondary, post-secondary, and adult levels. It is important that students moving from level to level experience preparation equipping them with increasing competency. As a result, they will be better able to draw relationships and experience the range of skills necessary for functioning in diverse industry settings. This section deals with selected aspects of articulation.

Table 23 gathered information concerning the frequency of respondent participation in articulation efforts.

Table 23

Articulation Activities

Activities	Secondary N	Secondary %	Post-Secondary N	Post-Secondary %	Adult N	Adult %
a) Meet to coordinate home economics occupational curricula between the middle/ junior high & high school programs	13 (never)	50.00	23 (never)	74.19	3 (once/yr.)	50.00
					3 (never)	50.00
b) Attend joint staff development workshops related to occupational home economics for high school/middle school staff	13 (never)	50.00	21 (never)	67.74	3 (never)	50.00

Table 23

Articulation Activities
(Continued)

Activities	Secondary N	Secondary %	Post-Secondary N	Post-Secondary %	Adult N	Adult %
c) Seek funding for an articulation activity that includes high school occupational & middle school/junior high school home economics staff in your district	4	66.67 (never)	28	90.32 (never)	19	76.00 (never)
d) Inform middle/junior high school students about the high school home economics occupational program in your district	3	60.00 (never)	25	80.65 (never)	**	
e) Meet to develop philosophy & coordinate curricula between the consumer homemaking & occupational programs in your school	**		24	77.42 (never)	**	
f) Meet to develop management plans for utilization of facilities & resources among all home economics teachers	**		25	78.13 (never)	3	50.00 (never)
g) Coordinate program advisory committee meetings for the consumer & homemaking & occupational program	**		20	66.67 (never)	**	

Table 23

Articulation Activities
(Continued)

Activities	Secondary N	Secondary %	Post-Secondary N	Post-Secondary %	Adult N	Adult %
h) Attend joint staff development workshops for the consumer homemaking & occupational home economics staff in your school	**		21 (never)	67.74	**	
i) Help identify and encourage students to enroll in the occupational program	16 (twice/yr.)	59.26	15 (never)	50.00	**	
j) Meet to coordinate requested curricula between the high school & post-secondary occupational programs	17 (never)	62.96	**		3 (never)	50.00
k) Attend joint staff development workshop related to occupational home economics for both post-secondary & secondary home economics staff	14 (never)	53.85	**		3 (never)	50.00
l) Participate in an articulation activity or committee meeting for secondary/post-secondary occupational program planning	**		**		3 (never)	75.00

Table 23

Articulation Activities
(Continued)

Activities	Secondary N	Secondary %	Post-Secondary N	Post-Secondary %	Adult N	Adult %
m) Visit the post-secondary home economics occupational facility as a class field trip site	15 (never)	55.56	**		2 (once/yr.)	50.00
					2 (never)	50.00
n) Use post-secondary home economics programs as a classroom resource	14 (never)	53.85	19 (never)	55.88	**	

The degree of frequency with which instructors participate in articulation efforts as identified on the questionnaire indicated that respondents seldom participated in articulation activities with a few exceptions. These were:

a) half the adult educators indicated meeting to coordinate home economics occupational curricula between the middle/junior high and high school programs once per year.

b) more than half of the secondary teachers indicated that they helped to identify and encourage students to enroll in the occupational program at least twice/year.

** No responses received were equal to 50% or above

c) half of the adult educators indicated visiting post-secondary occupational home economics facilities at least once/year.

Respondents were asked to indicate if they believed that sufficient articulation exists among occupational and consumer homemaking program in their schools. Table 24 clarifies the degree of frequency with which participants feel articulation efforts are sufficient.

Table 24

Sufficient Articulation Efforts

Sufficient Articulation	Secondary		Post-Secondary		Adult	
	N	%	N	%	N	%
Yes	13	52.00	12	48.00	4	80.00
No	1	20.00	13	52.00	1	20.00

Secondary and adult instructors tended to believe that sufficient articulation exists between occupational and consumer homemaking programs. Post-secondary instructors tended to feel that there is insufficient articulation between these two levels.

Problems. Respondents were asked to identify major problems they felt existed relative to articulation efforts. Below is a list of responses given by instructors at the three employment levels along with the number of respondents making the specific comments. Comments appear in random order.

Secondary Instructors

Number	Problem
2	Less time spent on skills
1	Need for career education
1	Need for job-seeking skills
3	Lack of articulation between junior high and high school programs
1	Sister schools prefer not to send students to occupational programs
1	Child care is the only program in the school
2	Administrators/supervisors must see need for and initiate plans
2	Poor communication
1	Curriculum not coordinated
1	Consumer homemaking teachers encourage occupational classes but counselors do not
1	Both consumer and occupational classes need to improve the image of home economics and need help in this area
2	Competition/rivalry
1	Lack of desire
2	Need better understanding of occupational goals by consumer homemaking teachers
1	Students need guidance to enroll in occupational classes
1	No consumer homemaking programs in district

Post-Secondary Instructors

Number	Problem
1	Counselor misdirection at college entry
2	Knowledge of post-secondary programs
1	Prospects of job placement
2	Need more consistency in individual program offering
2	Need guidelines for waiving high school classes for post-secondary programs
2	Class load
1	Visibility of existing programs
1	Need for more field-related information in coursework, seminars and instructional materials
1	Coordination between community college and four-year programs

Adult Instructors

Number	Problem
1	Funding differences

A variety of problems were identified as contributing to a lack of articulation among programs. Due to the small numbers of responses in all categories, it is difficult to pinpoint problems which consistently influence effective articulation efforts.

Projections. Respondents to the survey form were asked to provide information concerning when they would like to receive inservice programming to upgrade their skills, the time period in which their

certification expires, the hours accumulated toward certification and additional comments they had concerning recertification.

Table 25 indicates individual preferences for receiving inservice education. Data are presented in percentages with the largest percentage for each group appearing first. Percentages appear in declining order of preference.

Table 25

Preference for Inservice Education

Secondary Level		Post-Secondary Level		Adult Level	
N	%	N	%	N	%
18	69.23	6	66.67	1	100.00
During School Day		Other		Other	
**		28	62.22	3	75.00
		During School Day		Weekends	
**		22	55.00	4	66.67
		Weekends		During School Day	
		21	50.00	5	62.50
		Evenings		Evenings	

Respondents at the three educational levels indicated varying time periods for receiving inservice education. Secondary and post-secondary instructors preferred to receive programming during the school day; adult instructors appeared to prefer weekends as their first choice, during the school day as their second choice. Although the other category for post-secondary and adult instructors received attention, too few respondents were included upon which to base a judgment.

** No responses totaled 50% or more

Individuals went on to indicate the year in which their occupational certification expired. Table 26 clarifies the percentage of expiring certificates over the next four year period.

Table 26

Expiration of Occupational Certification

	Secondary		Post-Secondary		Adult	
Year	N		N	%	N	%
1985	5	71.43	5	12.82	5	71.43
1986	5	17.86	12	30.77	0	0
1987	7	25.00	9	23.08	2	28.57
1988	4	14.29	8	20.51	0	0
Other	0	0	5	12.82	0	0

More than half the secondary and adult instructors indicated that their certification expired in 1985. Post-secondary respondents indicated a greater spread of scores; that is, fewer post-secondary personnel possessed occupational certification which expired in any one particular year.

In order to ascertain the degree to which individuals have been working toward recertification, respondents were asked to indicate the number of college and/or work hours they had accumulated toward recertification. Table 27 indicates the mean number of hours for each employment level involved in the study.

Table 27

Number of Hours Toward Recertification

	N	Level	Mn	SD
a)	28	Secondary	5.92	11.62
b)	58	Post-secondary	1.77	6.05
c)	15	Adult	4.40	17.04

Secondary and adult instructors appeared to have accumulated more hours toward recertification than post-secondary instructors. The degree of variance among groups based upon the standard deviation would indicate larger differences among secondary and adult instructors than post-secondary instructors.

The final item on the survey form dealt with additional comments respondents had with regard to recertification or inservice training for occupational home economics teachers. The following list identifies the number of respondents along with specific comments they expressed. Responses appear in no specific order.

Adult

No comments were provided.

Post-Secondary

No.	Comment
3	Courses need to be more relevant/valuable.
1	Criteria needed for recertification.
1	Consider that there are different levels of functioning, knowledge, experience, teaching levels and subject matter areas.

Post-Secondary (Continued)

No.	Comment
1	Convenient in terms of time/location.
1	Survey is almost nonapplicable to program.
1	Those with a Ph.D. in child development should be automatically certified.
2	Develop on-the-job training experiences for vocational teachers.
1	Most courses are suitable for high school teachers vs. the college level.
1	Recertification is rigid/lacks/enthusiasm/a waste of time except for motivated.
1	Needs to be more appropriate for adult learning vs. middle/junior high school.
1	For the experienced person, it is a waste of time.
1	Courses too repetitive, lack applied concrete knowledge; need courses on computer assisted grading, test generation, proposal writing; need greater flexibility and variety.

Secondary

No.	Comments
1	Count not only MVA meetings but other professional organization meetings as well.
1	In-service during winter months help to revitalize teachers.
1	Individual situations should be assessed.
2	System should be more flexible.
3	Regular recertification is both necessary and helpful.
1	Require less work hours.

Secondary (Continued)

No.	Comments
1	Attending AVA should be acceptable inservice.
1	Would like to work directly with industry to get updated on new techniques.
1	Like to see more inservice.
1	Need an organized statewide plan for recertification.
1	Inservice has been very good.
2	Enjoy classes and up-to-date techniques related to my field.
1	Recertification will be a new experience for me.
1	Spend summers out of state so have not attended MVA conferences.
1	Require courses valid only if appropriate to teaching area.
1	Be sure all occupational teachers are aware of the inservice available.
1	More input on slow learner and handicapped.
1	Increase period of recertification from five to ten years.
1	Teachers need to prepare for more than one area, i.e., consumer and occupational, special needs.
1	Provide needed classes in location easily accessible to staff during year.

Comments provided by respondents came predominantly from secondary and post-secondary instructors; no comments were given by adult instructors. Comments provided give insight into responses provided concerning recertification and inservice training.

CHAPTER V

Presentation of Inferential Data

The results of the data analysis in relation to the research hypothesis are presented in this section. Statistical hypotheses were presented in the null form for testing at the .05 and/or .01 levels of significance. Correlation coefficients were used to test the hypotheses related to years of experience. One-way analysis of variance was used to examine program type and employment level. Mean scores and standard deviations were used to interpret training and services needed by respondents.

Data were gathered from the population of Missouri pre-service and in-service vocational home economics instructors. Responses to the survey forms were coded and entered onto data processing disks for use with the Statistical Analysis System (SAS) program at the University of Missouri-Columbia Computer Center.

Statement of Hypotheses

Based upon the purpose of the study presented in Chaper I, the following null hypotheses set the parameters for the study.

HO_1: There is no significant relationship between the occupational home economics instructors' years of experience and the scores they attained on a VAL-ED form.

HO_2: There is no significant difference in the principal area for which responsible and the scores attained on a VAL-ED form.

HO_3: There is no significant difference between pre-service and employed occupational home economics personnel with regard to their scores on a VAL-ED form.

HO_4: There is no significant difference between the expressed training needs of pre-service and employed occupational home economics personnel.

HO_5: There is no significant difference between the services desired by occupational home economics instructors and their level of employment.

Data Analysis Procedures

Data presented concerning responses to various components of the survey form are in the form of descriptive statistics. Numbers, percentages, means and standard deviations were used to summarize data responses.

HO_1 was analyzed using correlation coefficients. This procedures is designed to determine relationship between the independent variable (years of experience) and the dependent variable (VAL-ED scores).

$HO_{2\ \&\ 3}$: Data pertaining to these hypotheses were analyzed using analysis of variance. Analyses of variance tests the significance of the differences between the means of a number of different populations.

$HO_{4\ \&\ 5}$: Data pertaining to these hypotheses were analyzed through examination of the percentages and mean scores provided on the survey instrument.

Differences in VAL-ED Scores Based Upon Years of Experience

The study sought to determine if a relationship existed between an occupational instructor's years of experience and scores on a VAL-ED form. The null hypothesis tested was:

HO_1: There is no significant relationship between the occupational home economics instructor's years of experience and the scores attained on a VAL-ED form.

The Pearson-Product Moment correlation was used to determine whether a relationship existed between the independent and dependent variables of years of experience and the twelve scale scores comprising the VAL-ED instrument. Table 26 compares the years of experience with the VAL-ED scores. The correlation matrices and probability levels specified revealed seven statistically significant relationships out of the possible twelve relationships examined for each experience level.

Table 28

Correlation Coefficients for Years of Experience and VAL-ED Scores

VAL-ED Scales	Yrs. of Home Economics Teaching Experience	Yrs. of Teaching Occupational Home Economics	Yrs. of Occupational Experience
Importance	.014	.013	.133
Probability	.8836	.8979	.1891
Mind	-.259*	.003	.216*
Probability	.0095	.9715	.0315
Teacher-Student: Control	.073	.015	.027
Probability	.4721	.8778	.7846
Teacher-Student: Affection	.041	.054	.086
Probability	.6851	.5947	.3939
Administrator-Teacher: Inclusion	.149	.141	.222*
Probability	.1394	.1618	.0266
Administrator-Teacher: Control	.029	.130	.036
Probability	.7694	.1967	.7213
Administrator-Teacher: Affection	.018	.023	-.264*
Probability	.0597	.8164	.0083
Teacher-Community: Inclusion	.142	.238*	.160
Probability	.1603	.0179	.1125

Table 28

Correlation Coefficients for Years of Experience and VAL-ED Scores (Continued)

VAL-ED Scales	Yrs. of Home Economics Teaching Experience	Yrs. of Teaching Occupational Home Economics	Yrs. of Occupational Experience
Teacher-Community: Control	.260*	.147	.171
Probability	.0097	.1462	.0912
Teacher-Community: Affection	.071	.108	.135
Probability	.4833	.2859	.1833
Administrator-Community: Control	.099	.128	.016
Probability	.3289	.2035	.8678
Administrator-Community: Affection	.084	.206*	.109
Probability	.4077	.0403	.2816

* Significant at the .05 level.

An interpretation of Table 28 revealed that:

a) The more years of home economics teaching experience an instructor had, the more likely that instructor was to believe that education should emphasize the affective component. The fewer years of teaching experience an instructor had, the more that instructor viewed education as the training of the mind.

The more years of home economics teaching experience an instructor had, the more likely that instructor's values corresponded to the values dominant in the community. The fewer years of instruction the instructor had, the more likely that teacher felt that teachers are only obliged to be good teachers; their personal life is their own business.

b) The more years of occupational home economics teaching experience an instructor had, the more likely that instructor believed that it is important to participate in community activities. The fewer years of occupational home economics teaching experience an instructor possessed, the more the teacher did not feel there was an obligation to become part of the school community socially.

The more years of occupational home economics teaching experience an instructor had, the more such instructors valued administrators who were a part of the community professionally and socially. The fewer years of occupational home economics teaching experience the instructor possessed, the more likely the instructor felt that administrators are under no obligation to personally involve their lives with the community.

c) The more years of occupational home economics experience the instructor had, the more likely the instructor was to emphasize affective learning. The fewer years of occupational home economics an instructor had, the more likely the instructor was to emphasize education as training for the mind.

The more years of occupational home economics experience the instructor had, the more likely the instructor was to feel that administrators are under no obligation to include teachers in their

decision making. The fewer years of occupational home economics an instructor had, the more likely the instructor felt that instructors should be involved in administrative decisions.

d) The more years of occupational home economics experience an instructor had, the more the instructor felt that administrators should not become personally involved with teachers. The fewer years of occupational home economics experience an instructor had, the more the instructor felt administrators and instructors should interact at whatever level they feel is appropriate for them.

In summary, seven significant relationships were found among the three segments of experience and the twelve value related factors. With regard to years of home economics teaching experience, two factors were related; with regard to years of teaching occupational home economics, two factors were related and with regard to occupational experience, three factors were related. Thus, hypothesis one was rejected on the basis of the correlations examined which were significantly different from zero.

Differences on Twelve VAL-ED Scores Based Upon Program Type for Which Responsible

The study also sought to determine if a difference in VAL-ED scores occurred based upon the program type for which respondents were principally responsible. One-way analysis of variance was used to determine significant scores. Table 29 indicates the significant differences among scores which occurred when data were grouped by principal area of responsibility.

Table 29

One-Way Analysis of Variance on the Eleven VAL-ED Scales
Testing for Differences Related to Principal Area of Responsibility

Scale	Source of Variation	Degrees of Freedom	Mean Square	F Value	P	F
IMP	Principal Area	4	5.3913	2.78	.0330	*
	Error	72	1.9389			
MIND	Principal Area	4	1.5467	.69	.6025	
	Error	72	2.2472			
TS:C	Principal Area	4	2.7435	.98	.4247	
	Error	72	2.8032			
TS:A	Principal Area	4	4.8126	1.35	.2585	
	Error	72	3.5544			
AT:I	Principal Area	4	15.9580	4.22	.0040	**
	Error	72	3.7844			
AT:C	Principal Area	4	1.6230	.74	.5696	
	Error	72	2.2013			
AT:A	Principal Area	4	7.7280	2.37	.0603	
	Error	72	3.2586			
TC:C	Principal Area	4	5.1037	1.62	.1795	
	Error	72	3.1580			
TC:I	Principal Area	4	13.9636	3.84	.0070	**
	Error	72	3.6384			
TC:A	Principal Area	4	6.2339	1.94	.1126	
	Error	72	3.2075			
AC:C	Principal Area	4	9.5356	2.68	.0384	*
	Error	72	3.5608			
AC:A	Pricipal Area	4	11.4336	3.47	.0119	*
	Error	72	3.2937			

*, $P < .05$; **, $p < .01$

Analysis of variance was used to determine the degree of difference achieved on the VAL-ED scales when the data were analyzed according to principal area of responsibility.

Four factors were identified as significant at the .05 level of significance; one factor was significant at the .01 level of significance. The factors which tended to be significant for the population involved in the study were:

Factor	Interpretation
Importance	Responses given to the VAL-ED scale based upon principal area of responsibility indicated that occupational home economics instructors differed as to whether they viewed schools as a place of learning or as preparation for employment.
Administrator-Teacher: Inclusion	Responses given to the VAL-ED scale based upon principal area of responsibility indicated that occupational home economics instructors differed as to whether they felt teachers were not obligated to become part of the school community socially or should be expected to participate in community activities.
Adminstrator-Community: Control	Responses given to the VAL-ED scale based upon the principal area of responsibility indicated that occupational home economics teachers felt that administrators should adhere to community desires when making school policy or they should use their own expertise to decide school policy.

Administrator-Community: Affection

Responses given to the VAL-ED scale based upon the principal area of responsibility indicated that occupational home economics teachers felt that administrators are community members personally and socially or they are under no obligation to live their personal lives in the community.

A post-hoc analysis was conducted on the variable of principal area of responsibility using the Least Significant Difference Test. Table 30 reveals where significantly different scores occurred among the occupational home economics instructors in their respective vocational specialties.

Table 30

Means and Standard Deviations for the VAL-ED Scales by Principal Area of Responsibility

Scale	Child Care & Guidance Management & Services			Clothing Apparel & Textiles Management, Production & Services			Food Production, Management and Services			Home Furnishings & Equipment: Management, Production & Services			Other		
	n	Mean	S.D.	n	Mean	S.D.	n	Mean	S.D.	n	Mean	S.D.	n	Mean	S.D.
IMP	34	4.6[a]	1.41	8	4.1[ab]	2.03	26	3.4[b]	1.06	6	4.0[ab]	1.67	3	5.0[ab]	1.00
MIND	34	2.7	1.36	8	3.6	1.51	26	3.1	1.70	6	3.0	1.41	3	3.3	1.15
TS:C	34	3.9	1.50	8	4.5	2.20	26	4.7	1.71	6	3.8	1.94	3	4.0	1.00
TS:A	34	5.6	2.01	8	5.0	1.69	26	4.6	1.88	6	4.7	1.63	3	4.3	0.58
AT:I	34	6.7[a]	1.52	8	4.6[b]	2.45	26	4.9[b]	2.20	6	5.3[ab]	1.97	3	6.0[ab]	2.65
AT:C	34	2.9	1.56	8	2.6	1.41	26	3.3	1.55	6	2.7	0.82	3	2.3	0.58
AT:A	34	5.7	1.90	8	4.3	1.28	26	4.4	1.86	6	5.7	1.75	3	5.0	1.00
TC:C	34	3.8	1.78	8	3.4	2.20	26	4.7	1.77	6	3.5	1.05	3	5.0	1.73
TC:I	34	7.3[a]	1.78	8	5.5[b]	1.77	26	5.9[b]	2.13	6	5.2[b]	2.04	3	4.7[b]	0.58
TC:A	34	5.9	1.71	8	4.8	2.25	25	4.8	1.83	6	6.2	1.47	3	5.7	1.53
AC:C	34	5.3[a]	1.86	8	5.1[a]	2.32	26	5.8[a]	1.76	6	6.2[a]	2.23	3	2.3[b]	1.53
AC:A	34	6.4[a]	1.78	8	5.4[ab]	2.13	26	4.7[b]	1.87	6	6.2[ab]	1.47	3	5.7[ab]	1.15

Means having the same letter are not statistically significantly different

Further analysis of the means and standard dividations on the VAL-ED scale revealed that:

Factors	Interpretation
Importance	Child care and guidance, management and services and food production, management and services, occupational instructors differed in their views concerning the role of the school. Child care instructors tended to view the school as a place of learning while food production instructors felt schools should be preparation for employment.
Administrator- Teacher: Inclusion	Child care and guidance, management and services instructors differed in their views of administrative decision making from food production, management and services and clothing apparel and textiles management, production and services instructors. Child care instructors felt more strongly that they should be involved in administrative decisions while food production and clothing apparel instructors tended to feel that administrators are under no obligation to Include teachers in their decision making.
Teacher-Community: Inclusion	Child care and guidance, management and services instructors differed in their views on the teacher's role in the community from clothing

apparel and textiles management, production and services, food production, management and services and home furnishings and equipment management, production and services instructors. Child care instructors felt more strongly that teachers need to participate in community activities. Clothing, apparel, food production and home furnishings and equipment instructors tended to feel less obligated to become a part of the school community socially.

Administrator-Community: Control

Child care and guildance management and services, clothing, apparel and textiles management, production and services, food production, management and services and home furnishings and equipment management, production and services instructors tended to differ in their views on academic freedom from occupational home economics instructors with responsibilities outside home economics. The child care, clothing and apparel, food production and home furnishings instructors felt that administrators should follow community desires in establishing school policy while occupational home economics instructors with responsibilities outside home economics tended to feel that administrators should use their own expertise to decide school policy.

Administrator-Community: Affection

Child care and guidance management and services differed from food production management and services instructors concerning the administrator's community role. Child care instructors felt more strongly that administrators are community members both professionally and socially. Food production instructors tended to feel that administrators are under no obligation to live their personal lives in the community.

In summary, analysis of variance indicated that significant differences between the independent variable of principal area of responsibility and scores on a VAL-ED scale existed. Further analysis using the Least Significant Difference Test revealed the interpretation of these selected differences among occupational home economics subject matter specialties. Areas of difference occurred in relation to the VAL-ED scale scores of Importance, Administrator-Teacher Inclusion, Teacher-Community Inclusion and Administrator-Community Control. Thus hypothesis two was rejected on the basis of one-way analysis of variance which revealed significant differences among VAL-ED scores based upon principal area of employment.

Differences on Twelve VAL-ED Scores Based Upon Employment Level

Another concern of the study related to whether employment level influenced scores on a VAL-ED scale. One-way analysis of variance was used to determine significant scores. Table 31 indicates the significant differences among scores which occurred when data were grouped by employment level.

Table 31

One-Way Analyses of Variance on the Twelve VAL-ED Scales Testing for Differences Related to Employment Level

Scale	Source of Variation	Degree of Freedom	Mean Square	F	P
IMP	Employment Level	3	5.9401	2.97	.0336*
	Error	135	1.9989		
MIND	Employment Level	3	4.3301	1.58	.1945
	Error	135	2.7326		
TS:C	Employment Level	3	11.4372	4.72	.0038**
	Error	135	2.4211		
TS:A	Employment Level	3	1.9290	0.54	.6611
	Error	135	3.5848		
AT:I	Employment Level	3	20.4842	5.65	.0012**
	Error	135	3.6256		
AT:C	Employment Level	3	10.3530	5.30	.0019**
	Error	135	1.9545		
AT:A	Employment Level	3	2.9276	0.80	.4962
	Error	135	3.6386		
TC:C	Employment Level	3	9.0832	2.95	.0346*
	Error	134	3.0800		
TC:I	Employment Level	3	15.1896	3.04	.0308*
	Error	135	4.9924		
TC:A	Employment Level	3	2.4484	0.65	.5906
	Error	134	3.7892		
AC:C	Employment Level	3	2.5140	0.80	.4988
	Error	135	3.1426		
AC:A	Employment Level	3	3.5909	0.80	.5005
	Error	135	4.5062		

*, $P < .05$; **, $P < .01$

Analyses of variance revealed that six factors were significant when analyzing VAL-ED scores in conjunction with employment levels of occupational instructors. Three of the factors were significant at the .01 level; three factors were significant at the .05 level of significance.

The factors which tended to be significant for the population involved in the study were:

Factor	Interpretation
Importance	Responses given to the VAL-ED scales based on employment level indicated that occupational instructors differed as to whether they felt schools were places of learning or served to prepare individuals for employment.
Teacher-Student: Control	Responses given to the VAL-ED scales based on employment level indicated that occupational instructors differed as to whether they felt teachers should be in charge of the classroom enforcing discipline and control or should be less concerned about classroom control.
Adminstrator-Teacher: Inclusion	Responses given to the VAL-ED scales based on employment level indicated that occupational instructors differed concerning whether teachers should be included in administrative decisions or administrators were under no obligation to involve teachers in the decision making process.
Administrator-Teacher: Control	Responses given to the VAL-ED scales based upon employment level indicated that occupational

instructors differed as to whether they felt administrators should control what teachers teach and how the teacher behaves personally or that teachers should be free to teach what they like and behave as they wish.

Teacher-Community: Control

Responses given to the VAL-ED scales based upon employment level indicated that occupational instructors differed as to whether they felt the teacher's personal life should reflect behavior in keeping with the dominant community values or whether teachers are only obligated to be good teachers; their personal life is their own business.

Teacher-Community: Inclusion

Responses given to the VAL-ED scores based upon employment level indicated that occupational instructors differed as to whether they felt it was important for teachers to participate in community activities or whether teachers are not obligated to become part of the school-community socially.

A post-hoc analysis was conducted on the variable of employment level using the Least Significant Difference Test. Table 32 identifies the significantly different scores which occurred when data were grouped by employment level.

Table 32

Means and Standard Deviations for the VAL-ED Scales by Level of Employment

Scale	Pre-Service n	Pre-Service Mean	Pre-Service S.D.	Secondary n	Secondary Mean	Secondary S.D.	Post-Secondary n	Post-Secondary Mean	Post-Secondary S.D.	Adult n	Adult Mean	Adult S.D.
Imp	40	4.1[ab]	1.46	27	4.0[ab]	1.27	57	4.5[a]	1.46	15	3.3[b]	1.33
MIND	40	3.0	1.90	27	2.5	1.25	57	3.2	1.73	15	3.6	1.18
TS:C	40	4.5[a]	1.55	27	5.0[a]	1.70	57	3.7[b]	1.42	15	4.4[ab]	1.80
TS:A	40	5.3	1.81	27	5.2	2.03	57	4.8	1.92	15	4.9	1.77
AT:I	40	5.6[ab]	1.71	27	5.4[bc]	1.71	57	6.4[a]	1.99	15	4.2[c]	2.37
AT:C	40	3.5[a]	1.26	27	3.6[a]	1.60	57	2.6[b]	1.36	15	3.3[ab]	1.50
AT:A	40	5.1	1.76	27	5.3	2.06	57	4.9	1.96	15	4.4	1.80
TC:C	40	4.9[a]	1.53	27	4.6[ab]	1.99	57	3.8[b]	1.87	14	4.3[ab]	1.33
TC:I	40	5.7[b]	2.59	27	6.0[ab]	2.23	57	6.6[a]	2.10	15	4.9[b]	1.62
TC:A	40	5.0	2.06	26	5.6	1.81	57	5.2	1.93	15	4.8	1.93
AC:C	40	5.9	1.35	27	5.5	1.95	57	5.4	1.88	15	5.7	2.02
AC:A	40	5.1	2.24	27	5.6	2.06	57	5.6	2.10	15	4.9	1.96

Means having the same letter are not statistically significantly different.

Further analysis of the means and standard deviations on the VAL-ED scales revealed that:

Factors	Interpretation
Importance	Post-secondary and adult occupational instructors differed in their views of the school's role. Post-secondary instructors tended to view schools as a place of learning whereas adult instructors viewed school as preparation for employment.
Teacher-Student: Control	Pre-service and secondary occupational instructors tended to differ in their views concerning control from post-secondary instructors. Pre-service and secondary instructors felt that teachers should be in charge of the classroom and enforce discipline and control. Post-secondary instructors did not feel that control was quite so important.
Administrator-Teacher: Inclusion	Pre-service, secondary, post-secondary and adult occupational instructors differed in their views concerning inclusion. Adult instructors felt that administrators are under less obligation to involve teachers in their decision making than post-secondary instructors. Post-secondary instructors felt that teachers should be involved in administrative decisions more strongly than did adult instructors. Pre-service personnel felt more strongly concerning the opportunity to participate in administrative decision making than did adult instructors.

In summary, analysis of variance revealed that a significant difference between the independent variable of employment level and scores on a VAL-ED scale existed. Further analysis using the Least Significant Difference Test revealed the interpretations of these selected differences among employment levels. Areas of difference occurred in relation to the VAL-ED scale scores of *Importance*, *Teacher-Student: Control*, *Administrator-Teacher: Inclusion*, *Administrator-Teacher: Control*, *Teacher-Community: Control* and *Teacher-Community: Inclusion*. Thus, hypothesis three was rejected on the basis of one-way analysis of variance which revealed significant differences among VAL-ED scores based upon employment level.

Differences Among Expressed Training Needs and Services Desired by Pre-Service and Employed Instructors

The latter two concerns of the study related to the training needs and services desired by pre-service and employed occupational instructors.

Training Needs

Table 22, Chapter III, identified the needs for training of pre-service and employed occupational home economics instructors. Data were expressed as mean scores. Rankings were determined for the planning, implementing and evaluation training needs of pre-service and employed vocational educators. An examination of the rankings revealed that training needs differed among the groups involved in the study. Table 32 identifies the number one ranked training need for each of the groups involved in the study.

Table 33

Priority Rankings of Training Needs

Respondent Group	Training Need
Planning	
Pre-service educators	Developing/updating occupational curricula
Secondary educators	Developing/updating occupational curricula
Post-secondary educators	Conducting/using community needs assessment
Adult instructors	Developing job training sites for students
Implementing	
Pre-service educators	Implementing multi-program classes
Secondary educators	Designing and carrying out a public relations program
Post-secondary educators	Building program enrollment
Adult educators	Building program enrollment
Evaluation	
Pre-service educators	Placing graduates in appropriate jobs
Secondary educators	Articulating programs with middle/junior high school, post-secondary/adult home economics programs
	Assistance in conducting/using student follow-up studies
Post-secondary educators	Supervising students using the cooperative method
Adult educators	Articulating the program with middle/junior high school, post-secondary/adult home economics programs

To summarize, the mean scores presented in Chapter III, Table 22 revealed a difference concerning the priority needs of occupational educators based upon employment level. Therefore hypothesis four was rejected based on the differences observed from examining respondent groups' mean scores.

Respondents were asked to indicate whether they needed or wanted information or assistance in carrying out responsibilities related to public relations, and employer participation. Chapter IV, pages 50 and 55, which summarized the descriptive data concerning the instrument, revealed that with regard to desired services, educators at the secondary, post-secondary and adult levels did not currently need or want information or assistance in public relations or employer participation. No responses to these items received fifty percent or more responses. Therefore, hypothesis five was not rejected. Employed professionals do not differ in their need for information concerning public relations and employer participation.

SUMMARY

Data obtained from pre-service and employed occupational home economics educators at the secondary, post-secondary and adult levels were examined through correlation coefficients, one-way analysis of variance, mean scores and percentages. Analyses of variance data were further submitted to Fisher's Least Significant Difference Test. A post-hoc analysis of paired comparisons detected variables which attained significant difference. Null hypotheses were tested at the .05 and .01 alpha level.

The findings are discussed in the order in which the hypotheses were presented in Chapter IV. The results were based on the population of pre-service and employed occupational home economics instructors and

the study was conducted during the 1984-85 academic year.

Significant relationships occurred when occupational home economic instructors' years of experience were correlated with their scores on twelve VAL-ED scales. Years of experience influenced respondent scores on the factors of *Mind*, *Teacher-Community: Control*, *Teacher-Community: Inclusion*, *Administrator-Community: Affection*, and *Administrator-Teacher: Inclusion*.

Occupational home economics instructors differed significantly on a VAL-ED scale by their principal area of responsibility and their employment level. With regard to their principal area of responsibility, instructors differed in terms of the specific subject matter area for which they were responsible and their perspectives on the VAL-ED scale concerning the factors of *Importance*, *Administrator-Teacher: Inclusion*, *Teacher-Community: Inclusion*, *Administrator-Community: Control*, and *Administrator-Community: Affection*. Child care and guidance, management and services tended to differ in their perspectives on the factors of *Importance* and *Administrator-Community: Affection* from food production, management and services. They tended to differ from food production, management and services and clothing, apparel and textiles management, production and services instructors with regard to the factor *Administrator-Teacher: Inclusion*. Child care instructors tended to differ from food production instructors, clothing, apparel instructors and home furnishings and equipment management, production and service instructors with regard to the factor *Teacher-Community: Inclusion*. Finally child care, food production and home furnishings instructors tended to differ in their views concerning *Administrator-Community: Control* from occupational home economics instructors with responsibilities outside home economics.

In terms of employment level and scores on a VAL-ED scale, post-secondary instructors tended to differ from adult instructors with regard to the *Importance* factor on the VAL-ED scale. Pre-service and secondary instructors differed from post-secondary instructors concerning *Teacher-Student: Control*. Adult instructors differed from post-secondary instructors and pre-service personnel differed from adult instructors concerning *Administrator-Teacher: Inclusion*. Pre-service and secondary instructors felt differently from post-secondary instructors concerning *Administrator-Teacher: Control*. Pre-service personnel differed from post-secondary instructors concerning *Teacher-Community: Control* and finally, post-secondary instructors differed from pre-service and adult instructors with regard to *Teacher-Community: Inclusion*.

Instructor training needs and services were examined to determine if differences existed. Data based on mean scores were expressed as ranks. In terms of training needs for *planning* for vocational programs, pre-service and secondary instructors tended to agree concerning their priority training need, the post-secondary and adult instructors' groups expressed different needs from the pre-service and secondary educators and from one another. Instructor training needs in the area of *program implementation* revealed that post-secondary and adult instructors were in agreement concerning their training needs while pre-service and secondary instructors expressed different needs from one another and from post-secondary and adult educators.

Evaluation training needs for secondary and adult instructors were similar with regard to one factor. Pre-service, secondary and post-secondary instructors also expressed different needs from one another.

With regard to *services* desired by participants, respondents were

asked if they needed or wanted services in the area of public relations and employer participation. An analysis of descriptive data with regard to these two areas revealed no response receiving fifty percent or more thus indicating that respondents do not feel that they need significant services in the area of public relations and employer participation at this time.

CHAPTER VI

Summary, Discussion of Findings, Conclusions Recommendations, and Problems for Further Study

Occupational home economics instructors at the pre-service and in-service levels make a significant contribution to the well-being of Missouri's economy through the training programs they deliver to the citizens of the State. In addition, the efforts of such instructional programs have been supported through federal mandate in the 1963 Vocational Education Act and the 1968 Vocational Ammendments which followed. Over the years, the Department of Elementary and Secondary Education in conjunction with the University of Missouri, Department of Practical Arts and Vocational-Technical Education, have provided services to occupational instructors on a periodic basis in the form of workshops, seminars and inservice programs.

In an effort to determine the status and needs of occupational instructors so as to specify next steps in providing services, the Department of Elementary and Secondary Education along with the University of Missouri-Columbia, home economics education service area supported a research effort directed at determining the status and needs of this group during the 1984-85 academic year. Results of the study form a basis for decisions concerning future programmatic efforts regarding this group.

Summary of Findings

The findings of this study indicated that significant relationships existed between years of professional experience and scores on a VAL-ED scale. Therefore the null hypothesis concerning relationship was rejected. Analysis of the data indicated that:

a) The more years of home economics teaching experience an instructor possessed, the more likely that instructor felt education should emphasize affect. The fewer years the instructor possessed, the more they tended to view education as training for the mind.

b) The more years of home economics teaching experience an instructor possessed, the more likely that instructor was to value dominant community values. The fewer values the instructor possessed, the more they viewed their personal life as their own business.

c) The more years of occupational home economics teaching experience an instructor had, the more that instructor felt it was important for professionals to participate in community activities. The fewer years of occupational home economics the instructor had, the more the teacher did not feel obligated to become socially a part of the school community.

d) The more years of occupational home economics teaching experience an instructor had, the more that instructor valued administrators who are part of the community professionally and socially. The fewer years of experience the instructor had, the more likely that instructor feels administrators are under no obligation to be personally involved with the community.

e) The more years of occupational home economics experience an instructor had, the more likely the instructor is to emphasize affective training.

The fewer years of occupational experience the more likely that instructor is going to emphasize education as training for the mind.

f) The more years of occupational experience the instructor has had, the more likely the instructor is to feel that administrators are under no obligation to include teachers in their decision making. The fewer years the instructor has, the more likely that instructor is to feel that instructors should be involved in administrative decisions.

g) The more years of occupational home economics experience an instructor had, the more that instructor feels that administrators should not become personally involved with teachers. The fewer years of experience the instructor had, the more that instructor feels administrators and instructors should interact at whatever level they feel is appropriate.

Hypotheses two and three examined the differences between the occupational home economics instructor's principal area of responsibility and employment level with regard to their scores on a VAL-ED form. In terms of the respondent's principal area of responsibility, findings indicated that:

a) Child care instructors differed from food production instructors concerning the role of the school. Child care instructors tended to view schools as a place of learning; food production instructors felt schools should be preparation for employment.

b) Child care instructors differed from food production and clothing and apparel instructors with regard to *Administrator-Teacher: Inclusion*. Child care instructors felt that administrators should involve them in their decisions while food production and clothing apparel instructors felt administrators were under no obligation for such involvement.

c) Child care instructors differed from clothing apparel, food production and home furnishings/equipment instructors with regard to *Teacher-Community: Inclusion*. Child care instructors felt more strongly that teachers need to participate in community activities while clothing apparel, food production and home furnishings instructors felt less obligated to become part of the school community socially.

d) Child care, clothing apparel, food production and home furnishing/equipment instructors tended to differ in their views concerning academic freedom from instructors with responsibilities outside home economics. Subject matter instructors tended to feel that administrators should follow community desires in establishing school policy while those occupational instructors with responsibilities outside home economics tended to feel that administrators should use their own expertise in deciding school policy.

With regard to the respondent's employment level, selected differences which emerged were as follows:

a) Post-secondary and adult instructors tended to differ in their view of the school's role. Post-secondary instructors tended to view schools as a place of learning while adult instructors viewed schools as a place of employment

b) Pre-service and secondary instructors tended to differ from post-secondary instructors concerning their views on control. Pre-service and secondary instructors tended to feel that teachers are in charge of the classroom and should enforce discipline and control. Post-secondary instructors did not feel that control is quite as important as pre-service and secondary instructors.

c) Pre-service, secondary, post-secondary and adult occupational instructors differed in their views concerning inclusion. Adult instructors felt that administrators are under less obligation to involve teachers in their decision making than post-secondary instructors. Post-secondary instructors tended to feel more strongly than adult instructors that teachers should be involved in administrative decisions. Pre-service personnel tended to feel to a greater degree that teachers should participate in administrative decisions than adult instructors, who feel less strongly concerning this issue.

d) Pre-service and secondary occupational instructors tended to feel more strongly that administrators should control/regulate the instructors' teaching and behavior than did post-secondary instructors.

e) Pre-service personnel tended to feel that teachers should model dominant community values more strongly than did post-secondary personnel.

f) Post-secondary instructors tended to feel that it is more important for teachers to participate in community activities than did pre-service and adult instructors.

Hypotheses four and five were concerned with the training needs and services desired by respondents. Mean scores were examined for hypothesis four and organized into ranked statements of priority for the various respondent groups. Findings revealed the following with regard to priority training needs:

Priority Training Needs Relative to Instructional Level

A. Planning

1. Pre-service/secondary:	Developing/updating occupational curricula
2. Post-secondary:	Conducting/using community needs assessments
3. Adult:	Developing job training sites for students

B. Implementing

1. Pre-service:	Implementing multi-program classes
2. Secondary:	Designing and carrying out public relations programs
3. Post-secondary/adult:	Building program enrollment

C. Evaluation

1. Pre-service:	Placing graduates in appropriate jobs
2. Secondary:	Assistance in conducting/using student follow-up studies
3. Secondary/adult:	Articulating programs with middle/junior high school, post-secondary/adult home economics programs
4. Post-secondary:	Supervising students using the cooperative method

Hypothesis five concerned the respondents' need for services in the area of public relations and employer participation. Responses received did not total fifty percent or more. Therefore, no evaluation could be made at this time concerning the degree of needed services in these two areas.

SUMMARY

Five hypotheses governed the purposes of the study directed at assessing the status and needs of Missouri occupational home economics instructors at the pre-service and inservice levels (secondary, post-secondary and adult). These were:

HO_1: There is no significant relationship between the occupational home economics instructor's years of experience and the scores they attained on a VAL-ED form.

HO_2: There is no significant difference in the principal area for which responsible and the scores attained on a VAL-ED form.

HO_3: There is no significant difference between pre-service and employed occupational home economics personnel with regard to their scores on a VAL-ED form.

HO_4: There is no significant difference between the expressed training needs of pre-service and employed occupational home economics personnel.

HO_5: There is no significant difference between the services desired by occupational home economics instructors and their level of employment.

The responses on the VAL-ED form were analyzed in relationship to the instructors' years of professional experience using the Pearson Product-Moment Correlation. A significant relationship existed between years of experience and the factors of *Mind*, *Administrator-Teacher: Inclusion*, *Teacher-Community: Inclusion*, *Teacher-Community: Control*, and *Administrator-Community: Affection*.

One-way analysis of variance was used to determine significant differences among scores when data were grouped by principal area of

responsibility and level of employment. Data were submitted to the Least Significant Difference Test to determine differences among mean scores. Differences among respondents based on principal area of responsibility reveal variance with regard to the VAL-ED factors of *Importance*, *Administrator-Teacher: Inclusion*, *Teacher-Community: Inclusion*, *Administrator-Community: Control*, and *Administrator-Community: Affection*. Similar analysis was conducted with regard to employment level. VAL-ED factors which emerged as significant were those of *Importance*, *Teacher-Student: Control*, *Administrator-Teacher: Inclusion*, *Administrator-Teacher: Control*, *Teacher-Community: Control*, and *Teacher-Community: Inclusion*.

Differences among mean scores were examined to determine whether training needs differed among the pre-service and employed instructors concerning the planning, implementing and evaluation processes involved in the conduct of a vocational program. Mean scores were then ranked in terms of first to last priority under the categories of planning, implementing and evaluating a vocational program. Some similarities in priorities occurred but for the most part, priority rankings differed among employment levels.

With regard to respondent need for services in the area of public relations and employer participation, responses were examined through the use of percentages. No response received fifty percent or more; thus the level of need tended to be minimal as perceived by respondents and priorities could not be determined.

CONCLUSIONS

Based on the data analysis and limited to the extent to which the resulting research procedures were valid and reliable, the following conclusions were drawn:

1. Analysis of the data indicated a relationship between professional experience and scores attained on a VAL-ED form. Thus, it would appear that professional experience does influence value perspectives held by practicing professionals.
2. When professional educators' scores on a VAL-ED form were analyzed to determine significant differences among different areas of responsibility, findings revealed that scores did differ among professional specialties. Thus the values subject matter specialists hold differ to some extent. These differences may influence how individuals function in their professional specialties.
3. Employment level was analyzed with regard to scores on a VAL-ED scale. Analysis revealed significant differences among selected variables. Pre-service, secondary, post-secondary and adult instructors tended to hold different views concerning selected educational values. These different value perspectives serve to clarify the orientation of services which would be meaningful to each level.
4. Training needs of respondents were categorized according to employment level. Based upon mean scores arranged in rank order, selected differences emerged among the groups. Thus, inservice programming efforts may need to be directed at key priorities specified for each educational level.
5. Needs with regard to services in the areas of public relations and employer participation were not significant to respondents at this

time as no scores achieved fifty percent or more response. Therefore it was concluded that at this time, these areas are not of major concern to instructors at the employment levels included in the study.

RECOMMENDATIONS

1. Professional experience appears to influence value perspectives of occupational home economics instructors. Since value perspectives influence commitment, work effort and sense of accomplishment, it is important to have some understanding of instructor concerns and perspectives prior to delivering services to them as a group. More meaningful inservice programming can be delivered to professionals if their work histories are taken into account.
2. Occupational home economics instructors hold somewhat differing value perspectives based upon the subject matter area for which they are responsible. Therefore, an analysis of the industries for which students are prepared as well as the work environment within which professionals function could serve to reveal pertinent needs to be addressed through inservice training as well as the preparation of professionals at the pre-service level.
3. Occupational instructors at the pre-service, post-secondary and adult levels hold somewhat differing value perspectives. Since values influence performance, knowledge of the values held by each level can serve as guideposts when providing services to these various groups. Programs directed toward facilitating decisions these instructors face would help them to increase their competency within their employment settings.
4. Selected differences in training needs based on employment level

emerged from the data analysis. By knowing the priority training needs specified by each employment level, inservice programs can be tailored to more critically meet the needs of each group. Thus duplication of efforts and redundancy of program offerings can be reduced.

5. Since instructors do not percieve the need for services in public relations and employer participation at this time, programs need to be related toward increasing instructor awareness of the degree to which these two areas interrelate and influence program quality. Also the interrelationships of these two areas to vocational program planning, implementation and evaluation needs increased exposure.

DIRECTIONS FOR FURTHER STUDY

Based upon the outcomes of the study, the following areas need further analysis:

1. How careers of occupational instructors develop over time and the influences of maturation upon perspectives of need could be studied.
2. Job role differences between occupational subject matter specialties could be studied in greater depth to reveal why specific value perspectives emerge.
3. Different levels of employment need further examination in terms of outside forces influencing value perspectives.
4. Training needs in areas other than those included in this study could be studied to reveal other priorities for inservice efforts.
5. Attitudes and interpretations of occupational home economics programs could be studied to clarify further areas of strength and concerns with regard to the conduct of vocational programs.
6. Observation of instructors within their own work environments would

enhance understanding of specific needs of selected subject matter specialties.

7. Collection of data from program advisory committees, administrators and students would further clarify perceptions of occupational home economics programs in the state.
8. Administration of a variety of valid/reliable instruments could increase the precision in interpreting the status and needs of occupational home economics instructors.

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APPENDIX A

Occupational Home Economics Questionnaire
Pilot Test Panel

Name:	Position:
Dr. Richard Erickson	Chair, Department of Practical Arts and Vocational-Technical Education College of Education, University of Missouri-Columbia
Mrs. Paula Hartsfield and State Supervisors	Director, Home Economics Education, Department of Elementary and Secondary Education Division of Career and Adult Education Jefferson City, Missouri
Mrs. Elaine Pate	Coordinator, Home Economics Columbia Public Schools Columbia, Missouri
Dr. Frances Shipley	Chair, Home Economics Department Northwest Missouri State University College of Applied Science and Agriculture Department of Home Economics Maryville, Missouri
Dr. Cliff Smith	Coordinator, Marketing and Distributive Education Department of Practical Arts and Vocational-Technical Education College of Education, UMC Columbia, Missouri
Mr. Jay Willows	Director, Adult and Vocational Education Columbia Public School System Columbia, Missouri

APPENDIX B

Other Professional Memberships

Below is a list of additional professional organizations in which respondents at the various education and employment levels indicated membership along with the number of responses given.

Professional Organizations	No. of Responses
Pre-Service	
American Home Economics Association	19
Kappa Omicron Pi	3
Home Economics Education Association	1
Missouri Home Economics Association	8
Missouri State Teachers Association	6
Secondary	
American Business Women's Association	1
American Home Economics Association	4
Alpha Delta Kappa	1
Community Teachers Association	5
Delta Kappa Gamma	2
Distributive Education Clubs of America	1
Greater Kansas City Home Economics Association	1
International Home Economics Association	1
Kansas City Home Economists in Education	1
Kappa Omicron Pi	1
Missouri Home Economics Association	2

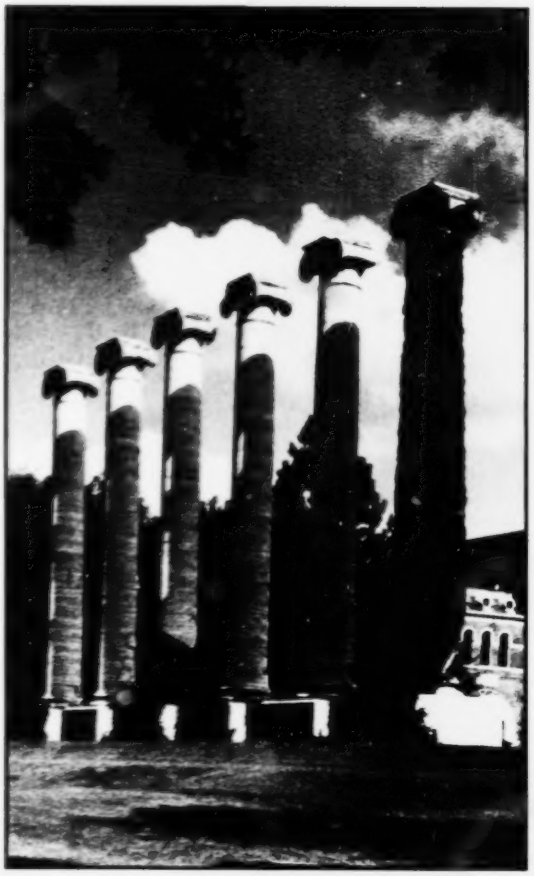
Professional Organizations	No. of Responses
Secondary (Continued)	
Missouri National Education Association	1
Missouri State Teachers Association	5
Missouri Restaurant Association	3
National Association of Distributive Education Teachers	1
National Assocation of Education for Young Children	3
National Association of Vocational Home Home Economics Teachers	1
National Education Association	3
Parent Teachers Association	1
Phi Delta Kappa	1
Vocational Industrial Clubs of America	2
Southeast Professional Home Economics Association	1
Post-Secondary	
American Diabetes Association	1
American Dietetic Association	5
American Home Economics Association	13
American School Food Service Association	1
Association for Childhood Education International	1
Association of Interior Designers	1
Child Day Care Association	1
Delta Kappa Gamma	1
Food Service Systems Management, Education Counseling	1

Professional Organizations	No. of Responses
Post-Secondary (Continued)	
Fashion Group	1
Greater Kansas City Home Economics Association	1
Home Economics Education Association	1
Institute of Business Designers	2
Institute of Store Planners	1
International Reading Association	1
Kappa Omicron Phi	1
Missouri Association of Community and Junior Colleges	1
Missouri Association for the Education of Young Children	6
Missouri Business Women's Association	1
Missouri Dietetic Association	6
Missouri Hospital Administrators Housekeepers Association	1
Missouri Home Economics Association	6
Missouri School Food Service Association	1
Missouri State Teachers Association	1
National Association of Early Childhood Education	1
National Association for the Education of the Young Child	1
National Association of Vocational Home Economics Teachers	2
National Council on Family Relations	3
National Environmental Health Association	1

Professional Organizations	No. of Responses
Post-Secondary (Continued)	
National Society of Fund Raising Executives	1
Northeast Association for the Education of Young Children	1
Ozark Association for the Education of Young Children	1
Society for Nutrition Education	1
Southeast Association for the Education of Young Children	1
St. Louis Association for the Education of Young Children	1
St. Louis Dietetic Association	2
St. Louis Parent/Child Association	1
Adult	
American Dietetic Association	1
American Society of Hospital Food Service Administrators	1
Community Teacher Association	1
Institutional Food Executives	1
Materials Management Directors	1
Missouri State Teachers Association	1
Missouri Vocational Agriculture Teachers Association	1
National Association for the Education of Young Children	1
National Restaurant Association	1
National Vocational Agriculture Teacher's Association	1

APPENDIX C

Occupational Home Economics Questionnnaire



University of Missouri-Columbia
Department of Practical Arts and
Vocational-Technical Education
Home Economics Education

OCCUPATIONAL HOME ECONOMICS QUESTIONNAIRE

Employment Data: Please supply responses to the following items by checking (✓) the appropriate blank(s). Answer only those items which apply to you.

A. Employment Status:

_____ 1. Preservice (currently seeking certification)
_____ 2. Comprehensive high school
_____ 3. Area vocational school
_____ 4. Post Secondary
_____ 5. Adult

B. In which area(s) of occupational home economics are you certified to teach? (Check all that apply.)

_____ 6. Clothing, Apparel and Textiles Management, Production and Services
_____ 7. Institutional, Home Management, and Supporting Services
_____ 8. Home Furnishings and Equipment Management, Production, and Services
_____ 9. Child Care and Guidance Management and Services
_____ 10. Food Production, Management, and Services

C. If you are currently teaching in more than one occupational area, state below the area which is your principal responsibility:

_____ 11.

D. State below your total number of years of home economics teaching experience (including this year):

_____ 12.

E. State below your total number of years of teaching experience in occupational home economics (including this year):

_____ 13.

F. State below the total number of years of occupational experience (other than teaching) that you have which is related to your principal area of teaching responsibility.

_____ 14.

G. To which professional organizations do you belong? Check all that apply.

____ 15. Missouri Vocational Association (MVA)
____ 16. American Vocational Association (AVA)
____ 17. Missouri Home Economics Teachers Association (MoHETA)
____ 18. Others. (Please list, using complete titles for each organization.)

_____

CURRICULUM

19-35. Check (✓) the degree of emphasis that is placed on these concepts in the occupational courses you are teaching this year.

	Emphasis in your Course(s)			
	GREAT	MODERATE	SLIGHT	NONE
19. Content area knowledge and skills (e.g., food preparation and service, garment construction, day care administration)	____	____	____	____
20. Preparation for clusters of jobs as opposed to specific jobs	____	____	____	____
21. The macroeconomic system (e.g., role of business within the U.S. economy, supply and demand)	____	____	____	____
22. The microeconomic system (e.g., role of worker within the economy, personal finance)	____	____	____	____
23. Work attitudes and values	____	____	____	____
24. Human relations skills, including communication	____	____	____	____
25. Leadership skills	____	____	____	____
26. Career planning (e.g., interest and aptitude assessment)	____	____	____	____
27. Career advancement (e.g., career ladders and lattices)	____	____	____	____

		Emphasis in Your Course(s)			
		GREAT	MODERATE	SLIGHT	NONE
28.	Postsecondary educational opportunities	____	____	____	____
29.	Job seeking procedures/skills (e.g., applications, interviewing, resume writing)	____	____	____	____
30.	Employee benefits/taxes	____	____	____	____
31.	Impact of work on the family	____	____	____	____
32.	Role of student organizations, e.g., integrated HERO (Home Economics Related Occupations)	____	____	____	____

33. Which types of instructional materials do you find most useful in your occupational home economics courses? Rank all items from 1 = most useful to 4 or 5 = least useful. If you respond in the *other* category, assign a rank number to it too.

____ a. Audio-visuals (slides, films, videotapes)
____ b. Textbooks/workbooks
____ c. Teacher-developed materials
____ d. Self-paced competency materials (individualized learning packages)
____ e. Other (list and rank too): _____

34. Which sources of curriculum materials are most useful for your occupational course(s)? Rank all items from 1 = most useful to 5 or 6 = least useful. If you use the *other* category, assign a rank number to it too.

____ a. Commercially published materials (e.g., by a textbook company)
____ b. Materials published by business/industry associations or trade unions
____ c. Materials published by governmental agencies in Missouri (e.g., Department of Elementary and Secondary Education, UM-C Instructional Materials Laboratory (IML))
____ d. Materials published by governmental agencies outside of Missouri
____ e. Locally developed curriculum materials
____ f. Other, describe and rank: _____
_____

35. What are the major problems you face in securing curriculum materials? Rank all items from 1 = most major problem to 6 or 7 = least major problem. If you use the *other* category, assign a rank number to it too.

_____ a. I do not have any problems in securing materials.
_____ b. Not familiar with what is available.
_____ c. Materials are not available to meet my students' needs.
_____ d. Materials too costly.
_____ e. Not enough time to develop/revise materials.
_____ f. Lack skills to develop/revise materials.
_____ g. Other, describe and rank: _____

_____

EVALUATION

36. Have any program evaluations, other than Department of Elementary and Secondary Education or North Central Accreditation site visits, been conducted during the past two years? (If no, please proceed to Question #42.)

(1) _____ Yes (2) _____ No

37. How would you describe the evaluation(s)? (Check all that apply.)

_____ a. Formal review by persons outside the school district
_____ b. Formal review by persons within the school district
_____ c. Informal review by persons outside the school district
_____ d. Informal review by persons within the school district

38. What aspects of the occupational home economics program were examined? (Check all that apply.)

_____ a. Program philosophy
_____ b. Student enrollment
_____ c. Program delivery system
_____ d. Instructional methods and resources
_____ e. Facilities
_____ f. Equipment
_____ g. Cost-effectiveness
_____ h. Program management
_____ i. Personnel (staff)
_____ j. Program advisory committee input
_____ k. Job placement
_____ l. Student follow-up
_____ m. Other _____

_____

39. Was a formal report of results written?

(1) _____ Yes (2) _____ No

40. With whom were the results of the evaluation(s) shared? (Check (✓) all that apply.)

_____ a. Other home economics teachers
_____ b. Other teachers outside home economics
_____ c. Local vocational education coordinator
_____ d. Principal
_____ e. Counselors
_____ f. District administrator
_____ g. School board
_____ h. Local advisory committee
_____ i. State funding agency
_____ j. Business and industry
_____ k. Public
_____ l. Results have not been shared with others

41. How helpful were the results of the evaluation(s) in making decisions regarding program improvement or modification?

_____ (1) Very helpful
_____ (2) Moderately helpful
_____ (3) A little help
_____ (4) Not helpful
_____ (5) Results were not used

STUDENT INFORMATION

42. Which procedures do you use in attracting students to your occupational home economics program? (Check all that apply.)

_____ a. Provide realistic occupational information (e.g., work performed, employment opportunities)
_____ b. Provide classroom experiences for prospective students to explore occupations.
_____ c. Assist school staff and students in appraising student interests and capabilities.
_____ d. Coordinate recruitment efforts with consumer homemaking personnel.
_____ e. Encourage enrollment in prerequisite courses.
_____ f. Use formal measures (e.g., vocational interest inventories)
_____ g. Other, describe: _____
_____ h. NONE of the above.

43. Which procedures do you use in screening students for your occupational home economics program? (Check (✓) all that apply.)

_____ a. Use formal measures (e.g., vocational interest inventories) to assess student interest and capabilities in relation to the program offerings.
_____ b. Work with counselors and other school staff to assess student interest and capabilities in relation to program offerings.
_____ c. Require written application for student admission.
_____ d. Require completion of prerequisite courses.
_____ e. Interview prospective students.
_____ f. Interview the parent(s) of prospective students.
_____ g. Other, describe: _____
_____ h. NONE of the above.

44. What type of supervised practical experience is used in your program? (Check (✓) all that apply.)

_____ a. Laboratory simulations
_____ b. Cooperative training
_____ c. Practicum and internship/field training
_____ d. In-class entrepreneurial activities
_____ e. Other, describe: _____

45. What methods are most preferred by you for placing student trainees in their cooperative training stations? Rank from 1 to 4 or 5, 1 = most preferred, 4 or 5 = least preferred. If you use the *other* category, assign a rank number to it too.

_____ a. Student finds and interviews for own position in training station.
_____ b. Teacher coordinator assigns student to training station.
_____ c. Student and teacher coordinator select training station.
_____ d. Teacher coordinator suggests several applicants; employer selects student trainees for the position.
_____ e. Other; describe and rank too: _____

46. Does the school assist graduates of the home economics occupational program in acquiring their first job?

(1) _____ Yes (2) _____ No

47. What is the extent of your involvement in job placement of graduates of the home economics occupational program?

_____ (1) Very involved
_____ (2) Moderately involved
_____ (3) Slightly involved
_____ (4) Not involved at all

PUBLIC RELATIONS

48-71. Indicate by checking in Column A how often you use the following public relations techniques for your occupational home economics program. In Column B, check (✓) the techniques in which you need or want more information/assistance.

	A. Frequency of Use (check one)				B. Need or Want Info./ Assistance
	Twice or More/Yr.	Once/ Yr.	Once/ Few Yrs.	Never	
48. Brochures and newsletters.	___	___	___	___	___
49. Radio and T.V.--announcements, interview, etc.	___	___	___	___	___
50. Newspaper--editorials, feature stories, news items, etc.	___	___	___	___	___
51. Presentations to boards of education, community or organizations, service clubs, parent/teacher groups.	___	___	___	___	___
52. Presentations to school staff and student body.	___	___	___	___	___
53. Presentations to parents and community business/ industry representatives.	___	___	___	___	___
54. Presentations to guidance counselors.	___	___	___	___	___
55. Presentations to consumer and homemaking instructors.	___	___	___	___	___
56. Open house for parents and/or students.	___	___	___	___	___
57. Employer/employee banquet, open house for business and industry.	___	___	___	___	___
58. Services to school and community through class activities.	___	___	___	___	___

	A. Frequency of Use (check one)				B. Need or Want Info./ Assistance
	Twice Or More/Yr.	Once/ Yr.	Once/ Few Yrs.	Never	
59. Services to school and community through FHA/HERO student organization activities.	___	___	___	___	___
60. Individual visits to business and industry.	___	___	___	___	___
61. Guest speakers from community agencies and industry.	___	___	___	___	___
62. Field trips to business and industry.	___	___	___	___	___
63. Exhibits, special displays and demonstrations in school.	___	___	___	___	___
64. Exhibits, special displays and demonstrations in community.	___	___	___	___	___
65. Public relations plan.	___	___	___	___	___
66. Mock interviews by employers.	___	___	___	___	___
67. Use of program advisory committee members.	___	___	___	___	___
68. Other, describe: _____ _____ _____	___	___	___	___	___

Which three public relations activities above have been the most effective for your program? Please record the item number for each in one of the boxes provided below.

69. ☐

70. ☐

71. ☐

EMPLOYER PARTICIPATION

72-85. Indicate the extent of employer participation (including cooperative training sponsors) in each of the following activities. Check (✓) the appropriate column(s). Check Column B (✓) if you need or want more information/assistance.

	A. Participation of Employers				B. Need or Want Info./ Assistance
	EXTENSIVE	MODERATE	SLIGHT	NONE	
72. Identifying community employment and student training needs.	____	____	____	____	____
73. Developing program policies.	____	____	____	____	____
74. Updating teachers and students on technical developments in the field.	____	____	____	____	____
75. Speaking with classes or assisting in the development of a bureau of resource persons.	____	____	____	____	____
76. Evaluating and recommending curriculum revisions and program improvements.	____	____	____	____	____
77. Evaluating the adequacy of and appropriations for in-school facilities and equipment.	____	____	____	____	____
78. Contributing or lending equipment and supplies to class.	____	____	____	____	____
79. Promoting the progam and services to the students and community.	____	____	____	____	____
80. Recruiting students for the program.	____	____	____	____	____
81. Providing on-the-job experiences for students.	____	____	____	____	____

	A. Participation of Employers				B. Need or Want Info./ Assistance
	EXTENSIVE	MODERATE	SLIGHT	NONE	
82. Participating in the activities of the FHA/HERO student organization.	____	____	____	____	____
83. Advising about qualifications and skills needed for employees in a specific area of home economics wage-earning education.	____	____	____	____	____
84. Pre-employment job skills.	____	____	____	____	____
85. Serving on program advisory committees.	____	____	____	____	____

NEED FOR TRAINING

86-110. For each of the activities associated with planning, implementing, and evaluating occupational home economics programs, indicate your current perceived need for training. (Check (✓) the column below the category which most closely reflects your perception.)

Scale:

1 = Little need for training in the area.
2
3 = Some need for training in the area.
4
5 = Great need for training in the area.

	Need for Training				
	Little		Some		Great
	1	2	3	4	5
Planning:					
86. Conducting and using student assessments.	___	___	___	___	___
87. Conducting and using community needs assessments.	___	___	___	___	___
88. Establishing a program advisory committee.	___	___	___	___	___
89. Developing and updating occupational curricula.	___	___	___	___	___
90. Developing realistic simulated learning experiences.	___	___	___	___	___
91. Developing job training sites for students.	___	___	___	___	___
92. Developing cooperative training plans and cooperative agreements.	___	___	___	___	___

	Need for Training				
	Little		Some		Great
	1	2	3	4	5
Implementing:					
93. Using program advisory committee input to carry out program.	___	___	___	___	___
94. Implementing multi-program classes (i.e., offering 2 or more occupational home economics programs in one class).	___	___	___	___	___
95. Teaching content/knowlege/skills.	___	___	___	___	___
96. Teaching career planning and advancement skills.	___	___	___	___	___
97. Developing instructional strategies (i.e., planning, methods, media)	___	___	___	___	___
98. Working with special student populations (handicapped, disadvantaged, gifted, nontraditional, etc.).	___	___	___	___	___
99. Coordinating classroom and cooperative learning experiences.	___	___	___	___	___
100. Establishing and advising a FHA/HERO chapter.	___	___	___	___	___
101. Building program enrollments.	___	___	___	___	___
102. Designing and carrying out a public relations program.	___	___	___	___	___
103. Developing supportive relationships within the school (e.g., with counselors, teachers, administrators).	___	___	___	___	___
104. Employing a Vocational Instructional Management System (VIMS).	___	___	___	___	___

	Need for Training				
	Little		Some		Great
	1	2	3	4	5
Evaluating:					
105. Evaluating student progress in the classroom.	—	—	—	—	—
106. Evaluating student performance on the job.	—	—	—	—	—
107. Supervising students using the cooperative method.	—	—	—	—	—
108. Articulating the program with middle/junior high school, post-secondary and adult home economics programs.	—	—	—	—	—
109. Placing graduates in appropriate jobs.	—	—	—	—	—
110. Conducting and using student follow-up studies.	—	—	—	—	—

ARTICULATION

111-126. The following are articulation procedures in which you may or may not participate. Indicate how frequently you participate in each of them. Articulation is defined as processes and procedures that are planned to facilitate a smooth transition for students as they move from one level of program to another.

	Frequency of Participation (check only one)			
	Twice or More/Yr.	Once/ Yr.	Once/ Few Yrs.	Never
With Middle/Junior High Programs				
111. Meet to coordinate home economics occupational related curricula between the middle/junior high and high school programs in your district.	____	____	____	____
112. Attend joint staff development workshops related to occupational home economics for the high school and middle/junior high home economics staff in your district.	____	____	____	____
113. Seek funding for an articulation activity that includes high school occupational and middle/ junior high school home economics staff in your district.	____	____	____	____
114. Inform middle/junior high school students about the high school home economics occupational program in your district.	____	____	____	____

	Frequency of Participation			
	Twice or More/Yr.	Once/ Yr.	Once/ Few Yrs.	Never
	(check only one)			
With High School Consumer and Homemaking Programs				
115. Meet to develop philosophy and coordinate curricula between the consumer and homemaking and occupational programs in your school.	____	____	____	____
116. Meet to develop management plans for utilization of facilities and resources among all home economics teachers.	____	____	____	____
117. Coordinate program advisory committee meetings for the consumer and homemaking and occupational programs in your school.	____	____	____	____
118. Attend joint staff development workshops for the consumer homemaking and occupational home economics staff in your school.	____	____	____	____
119. Help identify and encourage students to enroll in the occupational program.	____	____	____	____
With Post-Secondary Programs				
120. Meet to coordinate sequential curricula between the high school and post-secondary occupational programs.	____	____	____	____
121. Attend joint staff development workshops related to occupational home economics for both post-secondary and secondary home economics staff.	____	____	____	____

	Frequency of Participation			
	Twice or More/Yr.	Once/ Yr.	Once/ Few Yrs.	Never
122. Participate in an articulation activity or committee meeting for secondary and post-secondary occupational program planning.	____	____	____	____
123. Visit the post-secondary home economics occupational facility as a class field trip site.	____	____	____	____
124. Use post-secondary home economics program as a classroom resource.	____	____	____	____

125. Do you believe that sufficient articulation exists between occupational and consumer homemaking programs in your school? (Check one.)

(1) _____ Yes (2) _____ No

126. What, if any, are the major problems you see with respect to articulation between the consumer and homemaking and occupational home economics programs in your local district? (Describe.)

(1) _____

_____

(2) _____

_____

(3) _____

_____

PROJECTIONS:

127-137. If you were to participate in in-service education, when would you prefer such training to be offered? Rank all options, with 1 being the most preferred option.

_____ 127. During school day.
_____ 128. Evenings.
_____ 129. Weekends.
_____ 130. Other, describe and ranktoo: _____

Indicate by checking the year in which your occupational certification expires for the program for which you are currently responsible.

_____ 131. 1985.
_____ 132. 1986.
_____ 133. 1987.
_____ 134. 1988.
_____ 135. Other, indicate date: _____

If you are preparing for recertification, indicate the number of college and/or work hours you will have accumulated toward recertification by May, 1985.

_____ 136.

137. In general, what comments do you have relative to recertification or in-service training processes for occupational home economics teachers? Respond below:

_____

_____

_____

Thank you for your kind attention and assistance.